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ABSTRACT

This content analysis schedule for the Let's Be Amigos project of the School District of Philadelphia presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Attached are the following items: an abstract of the project, a description of the extent of community involvement, a bibliography of books of interest to Puerto Rican children, and a supplement to the newsletter of the Philadelphia bilingual programs containing another list of books in Spanish for children. (SK)

Eric Copy

Proj. # 89
Philadelphia, Penn.

PROJECT BEST

Bilingual Education Applied Research Unit
N.Y.C. Bilingual Consortium
Hunter College Division
695 Park Avenue
N.Y., N.Y. 10021

ED 072702

CHECK () DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

- ☒ Initial Proposal
☒ 2nd Year Continuation
☐ 3rd Year Continuation (on separate C.A.S.)

Give Dates and Note if Evaluation is included in continuation.

	1st year	2nd year	3rd year
Evaluation design			
Interim evaluation			
Final evaluation			
Pre-audit			
Interim audit			
Final audit			

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Project Best
Bilingual Education Applied Research Unit
Hunter College, 695 Park Ave., N.Y., N.Y. 10021

CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

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Bilingual Education Applied Research Unit
project b.e.s.t.
n.y.c. consortium on bilingual education

0.1 Project No.

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant Ramón Figueroa/Marietta Saravia
Shore

Date 6-15-72

0.2 Name of Project Let's Be Amigos

0.3 Address of Project Potter Thomas c/o Mrs. Eleanor Sandstrom
(lower grades Project Director)
Parkway & 21st St.

0.4 Philadelphia, Penn. 19103

0.5 STATE

0.5 23

- | | | |
|---------------|------------------|--------------------|
| 1-Alaska | 11-Louisiana | 21-Oklahoma |
| 2-Arizona | 12-Maine | 22-Oregon |
| 3-California | 13-Massachusetts | 23-Pennsylvania |
| 4-Colorado | 14-Michigan | 24-Rhode Island |
| 5-Connecticut | 15-Montana | 25-Texas |
| 6-Florida | 16-New Hampshire | 26-Utah |
| 7-Guam | 17-New Jersey | 27-Vermont |
| 8-Idaho | 18-New Mexico | 28-Washington |
| 9-Illinois | 19-New York | 29-Wisconsin |
| 10-Indiana | 20-Ohio | 30-Other (specify) |

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII:

see 97 - 1969
Project 07 - 1970
No. 17 - 1971

1.1 97

2.0 FUNDING (Mark all that apply)

2.1 1 Any P.IOR funding of BILINGUAL program, if Title
VII continues or expands that program
0-no prior funding mentioned

2.1 1

2.2 Year prior funding began

2.2 1966

2.3 Prior bilingual program involved:

2.3 1,2

- 1 early childhood (pre K + K)
2 elementary students (grades 1-6)
3 secondary students (grades 7-12)
0-not specified

Xerox IP,

35.6

p.19

IP '69

2.4 Source of prior bilingual program funding:

2.4 1,5

- | | |
|--------------|---------------------|
| 1-local | 4-university |
| 2-state | 5-federal (specify) |
| 3-foundation | 6-other (specify) |
- Title I-ESEA
Only bilingual teachers
employed through Title I to create empathy

0.3 Address of Project Forster Thomas c/o Mrs. Eleanor Sandstrom
(lower grades Project Director)
Parkway & 21st St.

0.4 Philadelphia, Penn. 19103

0.5 STATE

0.5 23

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII:

see 97 - 1969
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No. 17 - 1971

1.1 97

2.0 FUNDING (Mark all that apply)

2.1 1 Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
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2.3 1,2

1 early childhood (pre K + K)
2 elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

Xerox IP,

35.6
p.19
IP '69

2.4 Source of prior bilingual program funding:

2.4 1,5

1-local 4-university Title I-ESEA
2-state 5-federal (specify) Only bilingual teachers
3-foundation 6-other (specify) employed through Title I to create empathy.

2.5 Pilot Program ESL & SSL
1-CONCURRENT funding of program(s), if cooperating with Title VII program

2.5 1

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IP '69

0-no concurrent funding mentioned

2.6 Concurrent program cooperating with Title VII involves:

2.6 2

1 early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
4-teachers
0-not specified

(Part I, CAS
tabbed)

2.7 Source of concurrent funding, if cooperating with Title VII program:

2.7 1,4

1 local 4 federal (specify) _____
2-state 5-other (specify) _____
3-university

(including Arriba)

2.8 Total Title VII grant (first year only)

2.8 \$200,000

2.9 Total funds for concurrent program(s) cooperating with Title VII

2.9 \$116,675

3.0 1-If a UNIVERSITY is working with the Title VII program, specify which: Temple University

3.0 1

0-none

Faculty votes on whether to start a bilingual program

page

"Right to Read", In Spanish
New movie

4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program:

1-one 4-four C-not specified
2-two 5-five
3-three 6-other
-14 schools

4.1 14

including Arriba

4.2 Total number of students in program A. First year

4.2 A 810

discrep. 3,157 (Sec. C #2) or 3,092
(chart Sec. C. #1)

B. Second year

B 3092

C. Third year

C

4.3 Grade level of students in program; number of classes per
grade and total number of students by grouped grade levels
(by second year)

Grade	Number of Classes	Grade	Number of Classes
PS-PreSchool	84 students	7-grade 7	
K-Kindgtn	550	8-grade 8	
PSK 634	TOTAL NC. students PS and K	9-grade 9	
		B TOTAL students gr. 7-9	

1-grade 1	840	660 students in secondary classes
2-grade 2	840	10-grade 10
3-grade 3	no third grade	11-grade 11
4-grade 4		12-grade 12
5-grade 5		C TOTAL students gr. 10-12
6-grade 6	183 students	
A 1863	TOTAL students gr. 1-6	

4.4 1-All classes graded

2-All classes ungraded

3-Some classes ungraded

15 ungraded, specify ages or grades grouped together: Jr. High : 8,9

4.4 3
1st. and 2nd. grades

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and
cultural affiliation (Indicate number of students in each
category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant	5.0	No.	%
1. Total	I N-E Dom - NENT	II E-Dom - NENT			
Non-English					
2nd yr; Mother Tongue	1,730		NE dom	I 1,730	55
NS for 1st yr.	Puerto Rican		N-ENT		
	1 American Indian		E dom		
2. Total	1 Chinese American	II2 E-Dom - ENT	NENT	II1	
English					
Mother-Tongue		1,362 Anglo & Black	E-Dom	II2 1,362	45
			ENT		
I Total Non-English		II Total English	Total E-Dom	1,362	

grade and total number of students by grouped grade levels
(by second year)

Grade	Number of Classes	Grade	Number of Classes
PS-PreSchool	64 students	7-grade	7
K-Kndgtn	550	8-grade	8
PSK 634	TOTAL NO. students PS and K	9-grade	9
		D	TOTAL students gr. 7-9

1-grade	1	840	660 students in secondary classes	
2-grade	2	840	10-grade	10
3-grade	3	no third grade	11-grade	11
4-grade	4		12-grade	12
5-grade	5		C	TOTAL students gr. 10-12
6-grade	6			
A	1863	TOTAL students gr. 1-6		

- 4.4 1-All classes graded
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together: Jr. High : 8,9

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)

(Circle any information which is inferred and write INF.)

	Non-English Dominant	English Dominant	5.0	No.	%
1. Total Non-English 2nd yr; Mother Tongue NS for 1st yr.	I N-E Dom - NEMT 1,730 Puerto Rican 1 American Indian 1 Chinese American	II E-Dom - NEMT E dom NEMT II ₁	NE dom I 1,730	55	
2. Total English Mother-Tongue		II ₂ E-Dom - EMT 1,362 Anglo & Black	E-Dom II ₂ 1,362	45	
	I Total Non-English Dominant: 1,730	II Total English Dominant: 1,362	Total E-Dom II = II ₁ + II ₂	1,362	

KEY:	Non-English Dominant	English Dominant
	N-E Dom N-EMT	E-Dom N-EMT
Non-English Mother Tongue	Example: a native Spanish speaker who uses Spanish in most contacts though he may know English	Example: a native Spanish speaker who uses Spanish only in familiar contacts, and English in all others: school, work.
	N-E Dom - EMT	E-Dom - EMT
English Mother Tongue	Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant	Examples: 1) a native E. speaking acculturated American who may or may not know a second lang. 2) a native E. speaking Mexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture affiliation

ABSTRACT OF "LET'S BE AMIGOS" BILINGUAL PROJECT 1970-71

The "Let's Be Amigos" project for 1970-71 will consist of three educational components, (1) Model A, will be continuation of the Bilingual Program begun in the prekindergarten, kindergarten and first grade of the Potter-Thomas School, (2) Model B, will be a new model, using an adaptation of the same curriculum as the Model A program, adapted to a teaching format which can be housed more readily in existing school structures, (3) Project ARRIBA, a program of continuing education in Spanish in grades 4 to 12 will serve students with differentiated abilities within the grade levels. Many of the students are recent arrivals (port of entry category) which places them at a different level of performance from students who have come through the usual pattern of elementary instruction.

The three instructional programs will serve two functions; to educate students and to serve as a medium for field testing the curriculum. The bilingual curriculum specialists will work outside of the classroom to prepare courses of study including suggested instructional materials, texts, and measuring instruments. The bilingual curriculum developers will work both in the classroom using the materials developed by the writers and with the curriculum writers in the following ways:

- a. Review the product of the curriculum writers and adapt it where necessary to fit the needs of the pupils in the target group.
- b. Prepare a written critique of each unit including a justification of the adaptations made in the curriculum.
- c. List the supplementary activities employed with each unit.
- d. Keep a log of key student attainments which will record the number of students who succeeded in demonstrating skills included in the objectives of each unit.

The inputs prepared by the bilingual curriculum developers will be reviewed by the writing committee in order to modify succeeding units. These materials will also serve as a basis for curriculum improvement programs in 1971-72.

Continuation 1970-71
Abstract

POTTER-THOMAS MODEL ELEMENTARY SCHOOL

Program

During the 1970-71 school year the Potter-Thomas School program will include instructional programs for prekindergartners, kindergartners, first-graders and second-graders. As in 1969-70, this program will employ teams of teachers, one Anglo, one Latino, who serve pairs of classes. Students (both Anglo and Latino) will study most subject areas in their mother tongue, with the teacher who is the native speaker of that language. They will study their second language with the teacher who is the native speaker of that tongue. Students will be merged into mixed groups for other class activities.

The grade levels will, however, be differentiated. In the prekindergarten and kindergarten, contact with the second language will be mainly in formal second language instruction and in informal activities (songs, games, etc.). In the first grade, second language instruction has been integrated occasionally into some subject areas (e.g., science, arithmetic) where it seems feasible to the teacher, as well as in art and music. In the second grade, the program specifies that the integration of second language into other subject areas will increase. Specifically, use of the second language will be built into the instruction in mathematics, and into the beginning instruction of literature, through the learning of poems. These activities will supplement those tied to direct learning of first language (with emphasis on the reading and writing) and second language (with emphasis on the oral).

The objectives for this program include the development of specific skills in the areas of first and second languages, number concepts, social studies, science, music and art. As the specific behavioral outcomes are differentiated by grade, the main proposal text should be consulted for details.

MODEL B

Program

Model B will be an early childhood program designed to bring aspects of the program developed for the Potter-Thomas School to 3 schools, where it is not possible to initiate a highly structured program. In these schools, classes will be arranged so as to contain students who speak the same mother tongue. These students will be taught most of the day by teachers who speak their mother tongue fluently, but who do not have special second language teaching skills. Students will be joined for recreational activities each day. A teacher with expertise in teaching English as a second language and one with expertise in teaching Spanish as a second language will be provided in each school. These teachers will provide supplemental instruction in the second language for all students, both Anglo and Latino.

The contents of this program will be an adaptation of that developed for Model A, to be revised by a committee working during the summer of 1970.

During the coming year, this program will be offered to three grade levels, kindergarten, first and second grades.

The objectives for Model B are parallel those for Model A, so the proposal text should be consulted for details. As in Model A, different behavioral outcomes have been specified for each grade level.

Curriculum Development

Curriculum developed for Potter-Thomas will be culled for utilization in the three pilot Model B schools. Adaptations will be made as needed.

Staff Development

Workshop will be conducted jointly with staff from Potter-Thomas. Additional workshops will be planned as needed.

ARRIBA

CONTINUING EDUCATION IN SPANISH

Instructional Program

This program provides instruction to port of entry students whose mother tongue is Spanish. It also includes some course work in which students whose mother tongue is English may participate. The program will serve three levels in 1969-70:

- . Upper Elementary (Grades 4,5,6)
- . Junior High (Grades 7,8,9)
- . Senior High (Grades 10,11,12)

At each level, course work in the major subject areas will be provided (ESL, SFL, Science, Math and Social Studies(.

Students in the elementary school program will be grouped by age and literacy in Spanish. They will receive a program in which language arts is integrated into other subject areas.

Students at the junior high school level will be grouped by grade levels. The students in their senior high school level will be free to select from among those courses offered in the Spanish language. Courses required for graduation will be included in the Spanish language offering.

At the secondary levels, curriculum will be designed to develop programmed courses in Mathematics, Science, Social Studies and the communication skills in Spanish and in English. An overview of Puerto Rican and other Latin American history and culture will be prepared in English and in Spanish for Anglo and Latino students who want to study these areas as a minor elective subject. At the high school level, in the commercial course, shorthand in Spanish will be offered.

During the school year 1970-71 the objectives will again focus on the social-attitudinal area. In addition, as the course content is pinned down by curriculum development committees, performance criteria and objectives will be established for each subject area and skill level in the program.

5.2 Cultural or Ethnic identification of target students in program by number and % of each:

Indigenous Americans:	Number	Per Cent of Total Students	if inferred, check (✓)
A1 Navajo	A1.....	.....%	.....
A2 Cherokee	A2.....	.....%	.....
A3 Other (specify)	A3.....	.....%	.....
A TOTAL No. of American Indian A	1.....	.....%	.....

Americans of other ethnic backgrounds:

B1 Mexican-American	B1.....	.....%	.....
(B2) Puerto-Rican	B2 1,730	55%	.....
B3 Cuban	B3.....	.....%	.....
B4 Other Spanish-American (specify)	B4.....	.....%	.....
(B) TOTAL No. of Spanish-speaking Americans	B 1,730	55%	.....
C Portuguese-American	C.....	.....%	.....
D Franco-American	D.....	.....%	.....
F Chinese-American	F 1	.....%	.....
G Eskimo	G.....	.....%	.....
H Russian	H.....	.....%	.....
J Other	J.....	.....%	.....

(I) TOTAL number of N-ENT target students 1,732... 55%

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 Black	E1.....	35%	.....
E2 Anglo-White	E2.....	8%	.....
E3 Other, Chinese, Amer. Indian	.....	2%	.....
II TOTAL number of ENT students other than target population	1,362	45%	.....

5.4 Students' native language or mother tongue if DIFFERENT from dominant language

5.4. N.S.

Dominant language	(specify)	Different Native Language	Number	Per Cent
1-English				
2-Spanish				

5.5 Students' Dominant Language and Extent of Bilingual

Dominant language of students in program	Number of Monolingual Students	Number of students Bilingual to any extent
Number	%	not only listening speaking

B2	Puerto-American	1,730	55%
B3	Cuban		
B4	Other Spanish-American (specify)		
B	TOTAL No. of Spanish-speaking Americans	1,730	55%
C	Portuguese-American		
D	Franco-American		
F	Chinese-American	1	
G	Eskimo		
H	Russian		
J	Other		

I TOTAL number of N-ENT target students 1,732 55%

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1	Black	35	
E2	Anglo-White	8	2%
E3	Other, Chinese, Amer. Indian		
II	TOTAL number of ENT students other than target population	1,362	45%

5.4 Students' native language or mother tongue if DIFFERENT from dominant language

(specify)

5.4 N.S.

Dominant language	Different Native Language	Number	Per Cent
1-English			
2-Spanish			

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program		Number of Monolingual Students		Number of students Bilingual to any extent			
Number	%	not spec.	No.	%	not spec.	only listening comprehension	speaking ability
			(inf.)			No.	%
1,362	45	NS	1,362	45	NS		
1		NS			NS		
A1	Navajo						
A2	Cherokee						
A3	Keresan						
A4	Other (spec.)						
1,730	55	NS			NS		
C	Portuguese						
D	French						
1		NS			NS		
F	Chinese						
G	Eskimo						
H	Russian						
J	Other (spec.)						

5.6 Recruitment of Students:

5.6 3

- 0 - not specified
- 1 - English Mother Tongue and Non English Mother Tongue
Students are required to participate in the bilingual program
- 2 - Only N-EMT are required to take program, EMT's participation is voluntary
- 3 - Both EMT and N-EMT participation is voluntary

5.7 Proportion of EMT pupils in project area: see Chart C
n.s. - not specified on the chart5.7 64 %

5.8 Community Characteristics (mark all that apply)

5.8 1

- 0 - not specified
- 1 - inner city-ghetto
- 2 - major city
- 3 - small city, town or suburb
- 4 - rural
- 5 - other (specify)

5.9 A. Socio-economic status of N-EMT participating students
(indicate specific percent of low SES)5.9 A. 98%B. Average family income, if mentioned
n.s. - not specifiedB. \$3,000 or less/family of 45.10 Socio-economic status of EMT participating students
(indicate specific percent of low SES on the blank)5.10 100

- n.a. - not applicable (no EMT) (inf.) Not specified, but it's a community school in low-income area.
- 00 - not specified

5.11 Proportion of migrant students in project
(Indicate specific percent)
n.s. - not specified5.11 0 %

6.0 SOCIOLINGUISTIC SURVEY

(mentioned by Mrs. Sandstrom)

6.1 Project states that a sociolinguistic survey:
parent interview6.1 I 1

- | | I for
N-EMT group | II for
EMT group |
|-----------------|----------------------|---------------------|
| 1 was made | <u>1</u> | |
| 2 will be made | | |
| 0 not mentioned | | |

II

6.2 If a sociolinguistic survey was or will be made,
mark all groups included:6.2 I 1

- | | I N-EMT | II EMT |
|-------------|----------|--------|
| 1 parents | <u>1</u> | |
| 2 children | | |
| 3 teachers | | |
| 4 community | | |
| 5 others | | |
- (specify)

II

6.3 Language dominance of N-EMT groups (check: A parents, B children, C teachers)
will be determined by the extent each language is used in different domains
through various means of communication.
e.g. specify extent descriptively: never, sometimes, always6.3 A NS

- 0 - not specified
- 1 - inner city-ghetto
- 2 - major city
- 3 - small city, town or suburb
- 4 - rural
- 5 - other (specify)

- 5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) 5.9 A. 98%.....
 B. Average family income, if mentioned 3,000 or less/family of 4
 n.s. - not specified
- 5.10 Socio-economic status of EMT participating students (indicate specific percent of low SES on the blank) 5.10 100.....
 n.a. - not applicable (no EMT) (inf.) Not specified, but it's a community school in low-income area.
 00 - not specified
- 5.11 Proportion of migrant students in project (Indicate specific percent) 5.11 0 %.....
 n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

(mentioned by Mrs. Sandstrom)

- 6.1 Project states that a sociolinguistic survey: parent interview
 I for N-EMT group II for EMT group 6.1 I 1.....
 II
 1 was made
 2 will be made
 0 not mentioned
- 6.2 If a sociolinguistic survey was or will be made, mark all groups included: 6.2 I 1.....
 II
 I N-EMT II EMT
 1 parents
 2 children
 3 teachers
 4 community
 5 others
 (specify)

- 6.3 Language dominance of N-EMT groups (check: A__parents, B__children, C__teachers) will be determined by the extent each language is used in different domains through various means of communication.
 e.g. specify extent descriptively: never, sometimes, always 6.3 A NS

USE NON-ENGLISH LANG.

USE ENGLISH

B
 C

DOMAINS:	LISTENING	SPEAKING	READING	WRITING	LISTENING	SPEAKING	READING	WRITING
1 Home								
2 Church								
3 School								
4 Work								
5 Socializing								
6 Neighborhood								
7 film-TV-radio								
8 Magazines, news								
9 Others								
(specify)								

* at the conference "City-Wide Seminar on Curriculum Development and Adaptation for the Effective Education of the Puerto Rican Child" presented by Community School District # 7, Bronx, N.Y. 6/2/72 at which Mrs. Sandstrom spoke and presented video-tapes of the project.

- page 4 5
- 6.4 If not included in survey, how was student's language dominance determined? 6.4 I 4 5
II 4
- | | I | II |
|---|-------|-------|
| 1-inferred by use of surname | N-ENT | ENT |
| 2-established by formal testing of students | ..... | ..... |
| 3-assessed by informal means (specify how) | ..... | ..... |
| ④-not mentioned | ..... | ..... |
- 6.5 Sociolinguistic Survey includes: (check all that apply) 6.5 0
- An analysis to determine if an interlanguage exists in the community, (e.g., a mixture of two languages which serves as a single system of communication for a group of people).
- 1=yes
0=no
- Attitudes toward maintenance or shift:
Questionnaire
- 6.6 N-ENT parents' attitudes toward maintenance of child's N-ENT in particular domains of use or complete shift to English 6.6 1
- ①=yes
0=no
- 6.7 ENT parents' attitudes toward their children's learning of the N-ENT language 6.7 n.a.
- 1=yes
0=no
- 6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language 6.8 0
- 1=yes
0=no
- 6.9 If not included in survey how were parental and/or community attitudes toward N-ENT maintenance determined? 6.9 n.a.
- 1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how) parent questionnaires in Fall & Spring

By persuasion: parents were invited to lunch and dinner meetings and the bilingual program was

- 6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) 6.10 0 discussed with them and teachers.
- 0-not mentioned Teachers in each school vote on inclusion of bilingual program.

7.0 STAFF SELECTION

- 7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

1=yes
0=no

Attitudes toward maintenance or shift:

Questionnaire

- 6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English 6.6 1
 ①yes
 0=no
- 6.7 EMT parents' attitudes toward their children's learning of the N-EMT language 6.7 n.a.
 1=yes
 0=no
- 6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language 6.8 0
 1=yes
 0=no
- 6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? 6.9 n.a.
 1-will not be assessed
 2-will be assessed, method not specified
 3-has been or will be assessed by method other than sociolinguistic survey (specify how) parent questionnaires in Fall & Spring

By persuasion: parents were invited to lunch and dinner meetings and the bilingual program was

- 6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) 6.10 0 discussed with them and teachers.
 0-not mentioned Teachers in each school vote on inclusion of bilingual program.

7.0 STAFF SELECTION

- 7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

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 includes
 Arriba

Language dominance not specified
 Mother tongue not specified
 not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

		A-Monolingual	B-Bilingual			7.1
I	H E Dom.				I A	No.
	NEMT	N=	N=50%	{ understand, read, write, speak Spanish	I B	50
II	E Dom				II A	
	EMT	N=	N=50%	{ understand, read, write English	II B	50
III ₁	E Dom				III ₁ A	
	NEMT	N=	N=		III ₁ B	
A Total Number		B Total Number				
		Monolingual	Bilingual			
		0	49			
		Total Number of Teachers				
		N 49				
				A	0	
				B	49	100
				N	49	

7.2 Linguistic background of project aides or paraprofessionals, by number:
(indicate non-English language in each box)

____ Language dominance not specified
____ Mother tongue not specified
____ Not specified whether monolingual or bilingual

(If any information is not specified, cross out that heading and complete the rest of the chart)

	A Monolingual	B Bilingual		No.	%
<u>I N-E Dom</u>			<u>I A</u>		
<u>N-EMT</u>		8	<u>I B</u>	8	80
II E Dom	2		II A	2	20
EMT			II B		
II E Dom			II A		
1 N-EMT			II B		
			1		
			A	2	20
			B	8	80
			N	10	
A Total Number Monolingual	2				
B Total Number Bilingual		8			
N Total Number of aides or paraprofessionals				10	

7.3 Language(s) used by bilingual teachers:
(Mark all that apply)

7.3 1b

* 1-Bilingual teachers teach in only one language -for language instruction

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:

- ~~1b~~-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual aides or paraprofessionals:
(Mark all that apply)

7.4 NS

1-Bilingual aides instruct in only one language

1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.

Bilingual aides who instruct in only one lang. teach in their native lang.:

- ~~1b~~-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified

2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

II E Dom
EET

II E Dom
1 N-EET

2

II B
II A
II¹B
1

A 2 20
B 8 80
N 10

A Total Number
Monolingual
2

B Total Number
Bilingual
8

N Total Number
of aides or
paraprofessionals
10

7.3 Language(s) used by bilingual teachers:
(Mark all that apply)

7.3 1b

* 1-Bilingual teachers teach in only one language -for language instruction

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1a-Bilingual teachers who teach in only one language teach in their
dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their
native language:

- ☒ b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

2-Bilingual teachers teach in both their native and second language,
regardless of which is their dominant language.

0-language(s) used by teachers not specified

7.4 Language(s) used by bilingual aides or paraprofessionals:
(Mark all that apply)

7.4 NS

1-Bilingual aides instruct in only one language

1a-Bilingual aides who instruct in only one language teach in
their dominant language, whether or not it is their native language.

Bilingual aides who instruct in only one lang. teach in their native lang.:

- ☒ b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified

2-Bilingual aides instruct in both their native and second language,
regardless of which is their dominant language.

0-language(s) used by bilingual aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by
number and percent (Mark all that apply) Specify cultural affiliation.

A. Teachers	No.	%	B. Aides	No.	%	C. Proj. Director	D. Evaluator(s)	No.	%
Puerto Rican	21	50%	PR	8	80	Anglo	Anglo		
"Arri ba" Puerto Rican	100%		Black	2	20				

0-not specified

* All classes conducted in Spanish except 1 class in Eng. or 1 in ESL
for each student.

- 7.6 Selection of N-EMT teachers from local community
0-not specified

Number of N-EMT program teachers from local community _____
and % _____ of total N-EMT teachers.

page 7
7.6 No. 0 % 80
80% Est.

- 7.7 Number and Proportion of teachers and aides of same
cultural background as N-EMT students:
indicate specific percent on the blank, or

7.7 No. 21 % 50
B 8 20

if specified descriptively,

A = teachers 1-few
B = aides 2-some
3-many
4-most
5-more than half
0-not specified

- 7.8 Teacher Qualifications - Training prior to project

no.'s

(Indicate number of teachers with each qualification, 7.8 1, 2, 24
if given)

native

language n.s.-qualifications not specified

Spanish if 0-previous courses not specified

teaching ① X teacher must meet a specified level of language proficiency on a
SSL or Spanish standardized proficiency test of the non-English language through
dom. children which (s)he will instruct

2. X teacher must meet a specified level of communicative competence in
the non-English language determined by a structured interview

3. previous teaching through N-EMT (in country where it is a native
language, in Peace Corps)

4. previous teaching in local area

5. courses in N-EMT language structure and usage

6. courses in N-E literature

7. content (e.g. Social Studies) courses learned through N-EMT

8. any previous education through N-EMT

9. courses in teaching ESL

10. courses in methods of teaching N-EMT language

11. courses in methods of teaching content (e.g. math) in N-EMT

12. certification in ESL

13. certification in teaching N-EMT

14. cross cultural courses

15. courses in the cultural heritage, values, deep culture of N-EMT

16. X other qualifications, specify **

2 ---native speaker of Spanish

24-12 educ. credits in teaching methods in accredited college is required

8.0 STAFF DEVELOPMENT for all teachers p.15 C. '70

8.1 A 1, 5, 8, 2, 3, 4, 6
B NS

0-No staff training mentioned

- 8.1 The project is offering training for teachers A. For B. For Para-
and/or paraprofessionals in the following areas: Teachers professionals
(mark all that apply)

n.s.-Training indicated, but nature not specified

① English as their second language X

② The teaching of English as a second language X

③ X as their second language spoken English X

④ The teaching of X as a second language X

⑤ Methods of teaching other academic subjects reading X

⑥ Methods of teaching other academic subjects
in X language

1-most
5-more than half
0-not specified

7.8 Teacher Qualifications - Training prior to project no.'s
(Indicate number of teachers with each qualification, 7.8 1, 2, 24 if given)

- native language n.s.-qualifications not specified
Spanish if 0-previous courses not specified
teaching 1 X teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through
SSL or Spanish which (s)he will instruct
dom. children 2 X teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview
3. previous teaching through N-EMT (in country where it is a native language, in Peace Corps)
4. previous teaching in local area
5. courses in N-EMT language structure and usage
6. courses in N-E literature
7. content (e.g. Social Studies) courses learned through N-EMT
8. any previous education through N-EMT
9. courses in teaching ESL
10. courses in methods of teaching N-EMT language
11. courses in methods of teaching content (e.g. math) in N-EMT
12. certification in ESL
13. certification in teaching N-EMT
14. cross cultural courses
15. courses in the cultural heritage, values, deep culture of N-EMT
16. X other qualifications, specify **
2 ---native speaker of Spanish

24-12 educ. credits in teaching methods in accredited college is required

8.0 STAFF DEVELOPMENT for all teachers p.15 C. '70
8.1 A 1, 5, 8, 2, 3, 4, 6
B NS

0-No staff training mentioned

8.1 The project is offering training for teachers A. For B. For Para-
and/or paraprofessionals in the following areas: Teachers professionals
(mark all that apply)

n.s.-Training indicated, but nature not specified

- 1 English as their second language X
2 The teaching of English as a second language X
3 X as their second language spoken English X
4 The teaching of X as a second language X
5 Methods of teaching other academic subjects reading X
6 Methods of teaching other academic subjects in X language

8-Problems of Minority Groups in Inner City X

8.2 Stated goals of teacher training are: 8.2 II 1, 4 Students

- | | I N-EMT | II EMT |
|---|---------|--------|
| 1 Understanding of socio-cultural values and practices of | X | X |
| 2 Cross-cultural training | | |
| 3 Sensitivity to ethnocentrism and linguistic snobbery | | |
| 4 Awareness of the social-emotional development of students | X | X |
| 5 Strategies for accomodating the different learning styles of | | |
| 6 Strategies for cognitive development of | | |
| 7 Strategies for reinforcing the self-esteem of | X | |
| 8 Methods of cross-cultural teaching or teaching the bicultural component | | |
| 9 Formulation of pupil performance objectives | | |
| 10 Methods of evaluation of pupil performance objectives | | |

List specific courses if given (or Xerox and attach)

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see xerox p.7a

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In September, 1970, we will have an orientation meeting for all teachers and teacher aides involved in the program. At this meeting, we will explain the 1970-71 organization of the bilingual school. We will discuss changes made in the organization and curriculum. We will discuss the importance of increased parental involvement. We will discuss future staff development meetings according to needs and interests presented by the teachers. We will inform teachers of the research design for 1970-71 and will discuss their role in helping to carry out the details of the research.

During August, 1970, the two supervisors and a consultant will plan staff development meetings for all teachers centering on the following areas:

- . Philosophy of bilingual education
- . Classroom management
- . Cultural similarities and differences between the Latino and Anglo groups
- . Parental and community involvement
- . Curriculum
- . How to involve teacher aides in working with the children
- . Second language teaching methods
- . Extension of second language teaching
- . Community involvement - services offered in the community, by the community
- . Other staff development meetings will be planned, based on needs presented by the classroom teachers.

Staff development meetings will also be planned for teacher aides centering on the following areas:

- . Philosophy of the program.
- . Cultural similarities and differences between the Latino and Anglo groups.
- . How to work with small groups of children.
- . Function in the classroom.

7b.

13. ✓

Staff Development

During 1970-71 the teachers who were in the 1969 Bilingual Teacher Training Institute will continue to take university courses leading to Bachelor's and Master's Degrees and Permanent Teacher Certification. A similar institute will be held during the summer of 1970 to train teachers for the program. This institute will be sponsored by EPDA.

Beginning in the fall, teachers who successfully complete the EPDA program will continue to be supervised in the classroom under a cooperative program between Temple University and the School District. These teachers will also continue their coursework at the University.

During the first week of September, there will be a workshop for all staff members of the program. During the school year, workshops will be conducted for the teachers at least once a month. All teachers will also receive supervision in the classroom and follow-up conferences by the program coordinators. Seminars will also be conducted for the teachers during the school year.

8.0

STAFF DEVELOPMENT COMPONENT

— Last year, a highly successful bilingual training institute for teachers of Spanish origin was developed in cooperation with Temple University. Teachers trained in that institute helped Staff Project ARRIBA (Continuing Education in Spanish) and the Bilingual Model School during their first year of operation.

A similar institute is planned for the summer of 1970 in cooperation with Temple University and under a grant from EPDA. A summary of this program appears below:

PROGRAM - The training institute is comprised of a summer of intensive university course work and field experience with Spanish-speaking children. The participants will teach in special centers for Spanish-speaking children in the mornings and take university course work in the afternoon for a period of 8 weeks from 9 a.m. to 5 p.m., beginning June 29, 1970 and ending August 21, 1970.

The summer program will contain the following courses for a total of 12 semester hours:

Principles and Methods of Second Language Learning	3 s.h.
Student Teaching (Supervised)	3 s.h.
Methods of Teaching Reading	3 s.h.
Problems of Minority Groups in the Inner City	3 s.h.

In addition, participants will have intensive training sessions in spoken English and seminars on the Spanish language.

Staff from Temple University will teach the courses. Consultants from other universities and from the Spanish-speaking community will be invited to work with the participants.

During the academic year 1970-71, participants are supervised on the job as they continue to study at Temple University. Each participant will

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carry 6 semester hours in the fall semester and 6 semester hours in the spring. Course work will be tailored to meet the individual needs of participants. One full-time supervisor and two part-time supervisors will work with the participants in their schools and conduct seminars related to problems in teaching in cooperation with the Director of Temple University's Certification Program and the Director of Elementary Education.

A three day workshop for all teachers in the Bilingual Project will be conducted before school starts in September. The object of the institute is to plan for the initial phases of the program at the beginning of the school year.

Supervisors will follow up on plans made during the workshop, helping instructional personnel to develop strategies to meet the objectives of the program.

Monthly meetings will serve to evaluate the program, discuss new techniques and plan for the future. Demonstration lessons will be presented, pupil learning styles and teaching strategies will be discussed. Plans will be made for bilingual learning activities. Problems encountered in the field will be analyzed and possible solutions suggested.

We also plan to develop a series of teacher training films.

8.2 Methods of Teacher Training: (Mark all that apply)8.3 1, 6, 2, 3, 4

- ① courses
 ② experiential, teaching supervised by master teacher
 ③ workshops where teachers offer suggestions to each other
 ④ use of video-tapes of teachers for feedback on how they are doing
 ⑤ cross-cultural sensitivity training, t-groups
 ⑥ interaction analysis (e.g. Flanders system) Pro. P.26
 7-other (specify) teachers evaluate each other's lesson plans-p.9

8.4 Project provides released time to teachers and paraprofessionals for joint lesson planning: 1=yes 0= not mentioned 8.4 0

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1=yes 0-not mentioned 8.5 1
 How? (specify) Temple University

8.6 Paraprofessional's role: 8.6 3, 4
 (inf.)

- 1-teaching whole class
 2-teaching small groups
 3-tutoring individually
 4-clerical
 5-contributing to bicultural component
 how ? _____
 6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) A for teachers B for aides 8.7 A 1, 3
 0-not specified B 0
 1-University faculty Temple U. X
 2-project's Master Teachers _____
 3-project's teachers X
 4-other (specify) _____

8.8 Number and Proportion of personnel giving teacher training who are: 8.8 1 NS
 1-bilingual 2 NS
 2-bicultural 3 NS
 3-N-ET (specify background)

8.9 Training is provided: 8.9 1, 2
 1-during a summer session
 2-during the academic year
 3-other (specify)

8.10 Extent of training: 8.10 1, 2
 B (indicate no. of hours)
 A 1-approximately equivalent to a college course 5 8 weekly
 2-more than one course 6 _____ monthly
 3-less than one course 7 _____ bi-monthly
 4-other (specify) _____

8.11 Number and Proportion of teachers attending training: 8.11 49 100
 or: if specified descriptively, indicate: (inf.)
 0-not specified 6-most
 1-100% 7-many

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1=yes 0-not mentioned 8.5 1
How? (specify) Temple University

8.6 Paraprofessional's role: 8.6 3.4
(inf.)

- 1-teaching whole class
- 2-teaching small groups
- 3-tutoring individually
- 4-clerical
- 5-contributing to bicultural component
how ?
- 6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: 8.7 A 1,3
(mark all that apply) A for teachers B for aides B 0
0-not specified
1-University faculty Temple U. X
2-project's Master Teachers
3-project's teachers X
4-other (specify)

8.8 Number and Proportion of personnel giving teacher training who are: 8.8 no. %
1-bilingual 1 NS
2-bicultural 2
3-N-EMT (specify background) 3

8.9 Training is provided: 8.9 1,2
1-during a summer session
2-during the academic year
3-other (specify)

8.10 Extent of training: 8.10 1,2
D (indicate no. of hours) B 8
A1-approximately equivalent to a college course 5 8 weekly 6
2-more than one course 6 monthly 7
3-less than one course 7 bi-monthly
4-other (specify)

8.11 Number and Proportion of teachers attending training: 8.11 no. %
or: if specified descriptively, indicate: 49 100
(inf.)
0-not specified 6-most
1-100% 7-many
2-more than 75% 8-few
3-50-74% 9-other (specify)
4-25-50%
5-1-24%

9.0 TEACHERS' ATTITUDES

9.1 Teachers' attitudes are assessed: (Mark all that apply) 9.1 7
0-not mentioned
1-to N-EMT language or dialect
2-to N-EMT students - expectations of achievement
3-to N-EMT culture
4-prior to participation in bilingual project
5-after project training
6-after participation for a period of time in project
7-through a questionnaire
8-other (specify) Arriba project only Part IB p.24

10.0 STAFF PATTERNS

- 10.1 Staff patterns: (mark all that apply) 10.2 Staff: 10.1 1
- 0-not specified ①-bilingual teacher 10.2 1, 4
- ①-team teaching 2-ESL teacher 3-bilingual coordinator
- 2-cluster teaching ④-aides or paraprofessionals
- 3-shared resource teacher 5-consultant psychotherapist or guidance counselor
- 4-other (specify) 6-other (specify)
- 10.3 Average number of pupils per class: 10.3 20 or 35
0-not specified second grade
- 10.4 Average number of aides or paraprofessionals per class: 10.4 1
- 0-not specified
- 10.5 Average number of N-EMT or bilingual aides (or para- 10.5 1
professionals) per class:
0-not specified
- 10.6 Special aide to pupils having most difficulty in learning 10.6 1, 5
is given: (inf.)
- 1-individually by: 3-teacher
- 2-in small groups 4-special remedial teacher
- 0-not specified 5-paraprofessional
- 6-parent tutor
- 7-older student tutor
- 8-peer tutor
- 9-not specified
- 10-no special help given

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

- 11.1 Duration of Bilingual Education (policy) I II II₁
- N-EMT language will be maintained in program: (mark all that apply) NE DOM E DOM E DOM
- 0-not specified how long NEMT EMT EEMT
- ①-as the alternative language of learning X X
- for as long as desired
- 2-as the medium of instruction for special subject matter (e.g. cultural heritage)
- 3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English
- 11.1 I 1
- II 1
- II₁ 0
- 11.2 How many years does project state is optimal for instruction 11.2 13
for N-EMT group through N-EMT language to continue?

0-not mentioned

if for a particular number of years:

1 2 3 4 5 6 7 8 9 10 11 12 ⑬ K-12

(In elementary Pre K- 6)
Presented to parents)

10.4 Average number of aides or paraprofessionals per class:
0-not specified

10.4 1

10.5 Average number of N-EMT or bilingual aides (or paraprofessionals) per class:
0-not specified

10.5 1

10.6 Special aide to pupils having most difficulty in learning is given:

10.6 1,5
(inf.)

- 1-individually by: 3-teacher
2-in small groups 4-special remedial teacher
0-not specified 5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy) I II II₁

N-EMT language will be maintained in program: (mark all that apply)
0-not specified how long

1-as the alternative language of learning for as long as desired

X X

2-as the medium of instruction for special subject matter (e.g. cultural heritage)

3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English

11.1 I 1
II 1
II₁ 0

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue?

11.2 13

0-not mentioned

if for a particular number of years:

(In elementary Pre K- 6)
Presented to parents)

1 2 3 4 5 6 7 8 9 10 11 12 13 K-12

(if specified in terms of a condition, please state it -
e.g. "if a child begins learning in N-EMT and English in Pre-K,
N-EMT instruction should continue through high-school")

All Title VII classes (grades 5-12) will be in Spanish. Class activities will be in Spanish: math, science, biology, social studies
* Rationale - Cognitive Development easier in dominant language.

Duration of Bilingual Education (in practice) (Mark all that apply)

11.3 Second language learning is introduced in which grade:
code: C= N.A. (if no EMT)

11.3 I PK-13
II PK-13
II₁

for each group N.A. 12= 14=
I N-E DOM X
II EDOM X
II₁ N DOM/MENT

continuing ed. gr. 5-12

Pro. p.7

page 10

11.4 The current project will be linked to a future Bilingual Program at the indicated grade level: (indicate specific grade)

code: (if no MMT) mentioned 1-3 4-6 7-9 10-12 13-college 14 Voc. training

IP 69 I. 13-14 COM 5

p.19 II. 13-14 COM 5

code: 13=College or University (Other professional training) 14=Federal, State, or private Vocational Job training

11.5 Second language learning for English dominant students is projected through grade:

code: 00 if 0 no grades

code: no MMT specified 1 2 3 4 5 6 7 8 9 10 11 12

II. 13-14 COM 5

III. 13-14 COM 5

11.6 Learning in their native language for Non-English dominant students is projected through grade:

code: not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for M-MT students who are N-E dominant is:

code: 0 = not specified 1 = Spanish 2 = English 3 = Social Studies

11.7	11.8	11.9
Min. per day of instruction through N-MT	Total Min. per day of any instruction	% of time per day of instruction in native lang.
PreK 162	180	all
1		90%
2		90% → 65
3		65 → 50
4		50
5		
6		
7		
8		
9		
10		
11		
12		
K		all 90 - 60

11.10 The amount of instructional time in and through their native language for N-MT students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-MT, E dom students

11.10 Min. per day of instruction through N-MT

11.11 Total Min. per day of any instruction

11.12 Subjects taught in native lang.

11.13 % of time per day of instruction through N-MT

11.5 Second language for English dominant students projected through grade. I 12
 00 if 0 no grades II 0
 no N-ET specified 1 2 3 4 5 6 7 8 9 10 11 12 X
 N-ET/Don Q

11.6 Learn in their native language for non-English dominant students projected through grade 11.6 12
 0 = not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-ET students who are N-E dominant is:

code: 0 = not specified, 1 = parent, 2 = school, 3 = social studies

11.7	11.8	11.9
Min. per day of instruction through N-ET	Total min. per day of any instruction	% of time per day of instruction in native lang.
PreK 162	180	all
1		90% → 65
2		65 → 50
3		50
4		
5		
6		
7		
8		
9		
10		
11		
12		
K		all 90% = 60

*

11.10 The amount of instructional time in and through their native language for N-ET students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-ET, E dom students

11.10	11.11	11.12
Min. per day of instruction through N-ET	Total Min. per day of any instruction	% of time per day of instruction through N-ET
PreK		Pre K
1		1
2		2
3		3
4		4
5		5
6		6
7		7
8		8
9		9
10		10
11		11
12		12

* "As children develop security in learning in the mother tongue, contact with the second language will increase until 50% of the time is spent in learning in each language." Con. '70 p.3

10 a

4.

Question 11.7

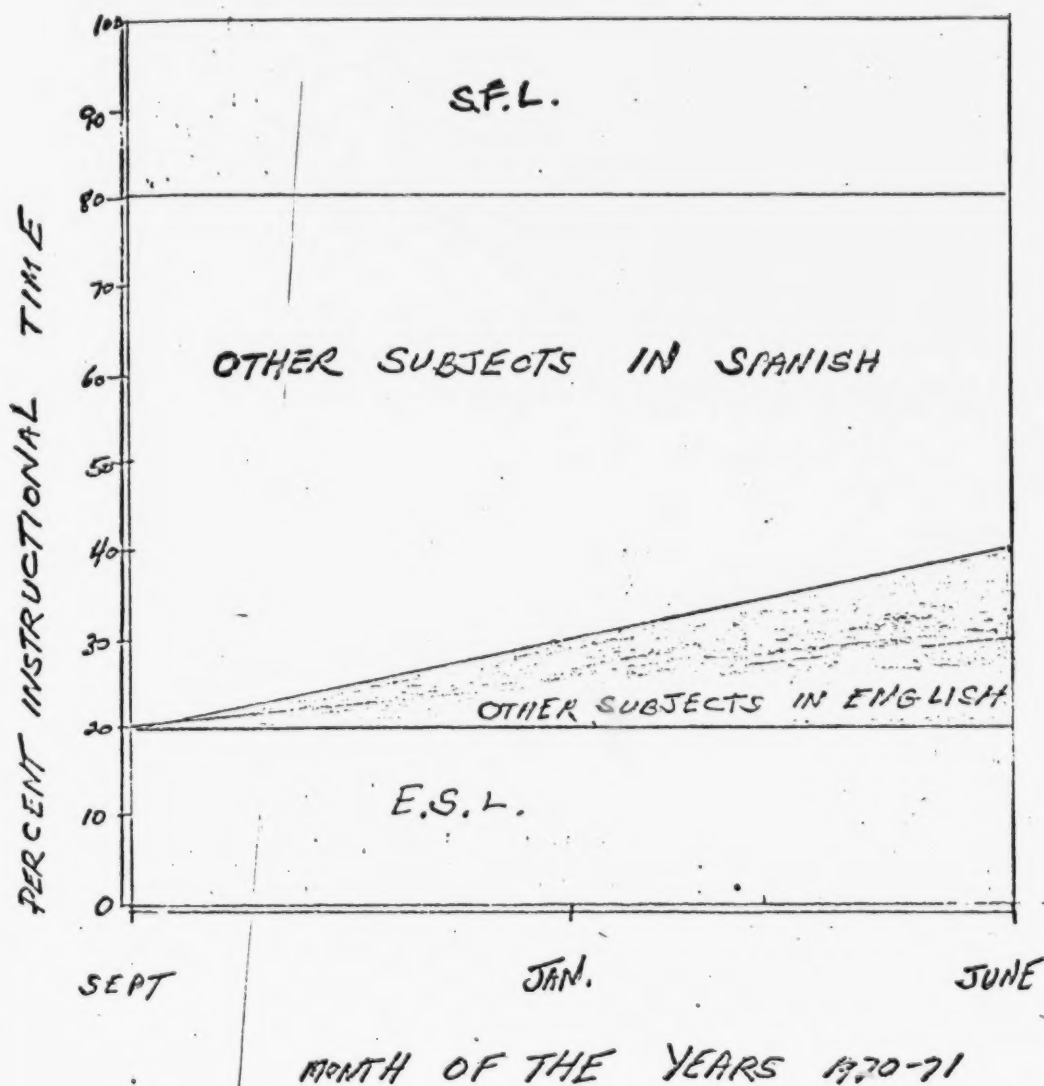


FIGURE 1- ENGLISH TO BE ADDED TO MATHEMATICS
SOCIAL STUDIES AND SCIENCE COURSES

- 11.13 1-Program is one-way - only non-English Mother Tongue students (including N-ELT-English dominant). English Mother tongue students do not receive instruction in a second language

11.13 2

0-no English Mother tongue students

2- 2 way--E. Dom. learn Spanish

- 11.14 The amount of instructional time in and through their second language for pupils who are native speakers of English is:

code: 0 = not specified N.A. = not applicable, no English LIT students

11.14 Min. per day of instruction through N-ELT	Total min. per day of any instruction	11.15 Subjects taught in Second lang.	11.16 % of time per day of instruction (inf. from through N-ELT conference)
PreK 180	18	SSL	Pre K 10
1		SSL	1 10 → 35
2		SSL	2 35 → 50
3			3
4			4
5			5
6			6
7			7
8			8
9			9
10			10
11			11
12			12
K			K 10

- 11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply)

11.17 1,2

0-not specified

1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.

2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.

3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.

4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.

5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.

6-constant switching from one language to another by teacher during lesson.

7-the teacher uses English and the paraprofessional then translates the same material for N-ELT pupils.

8-other (summarize)

Each group of children in pre-K exchanges teachers for second language instruction. IP, p.22.

	of instruction through N-ET	day of any instruction	in second lang.	of instruction (inf. from through N-ET conference)
PreK	180	18	SSL	Pre K 10
1			SSL	1 10 → 35
2			SSL	2 35 → 50
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12
K				K 10

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply)

11.17 1,2

0-not specified

- 1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
- 2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
- 3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
- 4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
- 5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
- 6-constant switching from one language to another by teacher during lesson.
- 7-the teacher uses English and the paraprofessional then translates the same material for N-ET pupils.
- 8-other (summarize)

Each group of children in pre-K exchanges teachers for second language instruction. IP, p.22.

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply, some projects may use a combination of methods)

12.0 1
24

- ① Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students, student repetition of tapes and/or fluent teachers' model sentence patterns until responses are automatic. Structural drills and dialogues are systematically presented. Includes direct association between object and word in second language in a sequence of patterns learned in complete sentences. Inductive-generalizations drawn from examples.
- 2-Transformational-cognitive approach
Acquiring an understanding of the structural patterns or grammatical rules of a language.

MODEL BILINGUAL SCHOOL

Proposal For The Second Grade

The amended proposal for the Model Bilingual School Proposal continues represent the latest thinking on the program for the prekindergarten, kindergarten, and first grade programs, and the management of the Model School Program as a whole.

It is anticipated that during the summer of 1970, a curriculum development Committee will be reviewing this proposal, in order to improve the existing program where necessary. The data to be collected in May or June 1970 are needed before this review of the existing program can take place.

This new amendment to the proposal is designed to exposit the second grade program which will be added to the three existing grades at the Potter-Thomas Model School.

This program will consist of four classes arranged in two teams. Each team will occupy a pod, or double classroom, two classes of approximately 35 students each, all of whom participated in the first grade program during 1969-70. Each class will contain about equal numbers of anglo and latino students. Each team of classes will be taught by one bilingual anglo teacher and one bilingual latino teacher. (For a total of two bilingual anglo and two bilingual latino teachers). The two teams will be assisted by a bilingual classroom aide.

12.0

During second language activities in language and math all students will work with the teacher whose mother tongue is their second language. For first language instruction, students will work with the teachers who are native speakers of their mother tongue. Other activities will be carried out with students working in their "home room" class, which is mixed ethnically. As students have begun to read in their mother tongue in the first grade program, the second grade level differs from that designed for younger children in that reading has become an increasingly important medium of communication. However, in the second language oral work will still receive emphasis. In addition to the four experimental

(Continued)

classes, a regular class taught by a monolingual English teacher will be maintained. This class will be used to continue the education of students at Potter-Thomas who were in the "control" first grade class.

During the 1970 school year, children entering the Potter-Thomas School who should be assigned to the second grade, but do not have the skills to function in the bilingual environment will be assigned to this regular class.

As will be seen in the objectives, the basic program for this grade level has been specified, but establishment of specific behavioral outcomes, and the methodology for assessing their attainment still needs to be worked out. This further specification will be carried out during the summer of 1970 by curriculum planners and the evaluator.

Continuation Abstract

'70-71

11C

12.0

32.

Performance Objective 5.4

-Spanish as a Second Language (Anglo-Student Only).

Description

-The children will continue to develop aural-oral skills in Spanish as a second language through the use of the Hablan Los Niños, through language tapes, and through structured patterns based on the filmstrip series.

Observation - Log

-The curriculum committee will review the materials to be used to attain this objective during the summer of 1970. They will then specify a group of key skills in the Spanish as a second language course of study, and arrange them in a time sequence. These key skills will be included in the log which will be completed by each teacher. The log will contain the date that the teacher observed that each student successfully attained each skill.

-SSI. Test

-The summer committee will also specify behaviors which should be included in an oral SSL test. The behaviors which will be included will be selected to (a) be valuable in a pretest for diagnosing problems which can lead to special class activities and (b) will be useful for assessing the program outcome in a post test.

Continuation Abstract '70-71

Enabling Objective 5.5 - English as a Second Language

11d

Description

- The teacher will continue to develop aural-oral skills in English as a second language through the use of the course Introducing English (An Oral Pre-Reading Program for Spanish Speaking Primary Pupils - Louise Lancaster - Houghton Mifflin Co., 1966). The teacher will use the first unit (chs.1-16) to review the work taught in the previous year. She will determine through observation and oral testing at which point the children are ready to proceed with the succeeding lessons. The course is expected to be completed by February 1. At this point, the teacher will continue with Getting Ready to Read, the second part of the series. This is a reading course based on the oral vocabulary learned by the children. The teacher will develop reading skills in English using this course as a basic guide. She will provide other reading activities based on the oral structures and vocabulary learned by the children. (e.g., experience charts based on shared activities) The teacher will supplement this course with material developed to meet the needs of the children. Tapes to be used for pattern practice to be used with a mini language laboratory will be developed by September 1. Language structures based on filmstrip series will be used to supplement the basic course. These structures

Continuation Application 70-71

p.48

11e

are now being developed and will be completed by September 1.

A guide on methods and techniques of teaching a second language, suggestion for units, preparation of materials, and reference materials will be provided for the teacher. This guide will be developed by September 1.

ervation

- Lesson Plans - The teachers will report in their lesson plans activities provided to teach the second language. Program supervisors will review the lesson plans in order to determine whether the teachers are working toward the accomplishment of the objective.

Monitoring - The program supervisors will monitor the second language lessons at least once every two weeks on an unannounced or an announced basis to see that the activities specified in the lesson plans are being carried out.

erion

- The program supervisors will report that appropriate lessons were planned and that, when classes were monitored, these lessons were carried out in class.

2a-inductive -generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which call for the student to generate sentences - test his understanding. (the way native language is acquired)
Includes direct association between object, picture or action and word in second language.

2b-deductive - the cognitive code approach: through initial formal study and analysis of grammatical structures, then applying them through examples, i.e. answering questions, or transforming affirmative sentences to negative, declarative to interrogative, active to passive.

2-Grammar - Translation Method

Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL- Language Skills Sequence

(*Audiolingual Method: listening, speaking, reading and writing)

I		II	
Non Eng dom		Eng dom	
students		students	
A in dom	B in	A in dom	B in
lang	second	lang	second
	lang		lang

0 = not specified

(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:

- 1-concurrently with dominant language listening-speaking skills
- 2-after a specified level of competency achieved in listening-speaking skills in dominant language
- 3-a specified period of time after listening-speaking skills in dominant language taught
- 4-before any specified level of listening-speaking competence achieved in dominant language

AL Audio Lingual

13.1 IB 2
IIB 2

X part IA
p.3

13.2 AL sequence followed: younger

- 1-Listening-speaking proficiency precedes introduction of reading
- 2-Reading is taught concurrently with listening-speaking skills
- 3-Learning to read overlaps learning

13.2 IA 1
IB 1
IIA 1
IIB 1

2-Grammar - Translation Method

Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL- Language Skills Sequence

(*Audiolingual Method: listening, speaking, reading and writing)

I				II			
Non Eng dom		Eng dom		Non Eng dom		Eng dom	
students		students		students		students	
A in dom	B in	A in dom	B in	A in dom	B in	A in dom	B in
lang	second	lang	second	lang	second	lang	second
	lang		lang		lang		lang

0 = not specified

(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:

13.1 IB 2
IIB 2

1-concurrently with dominant language listening-speaking skills

②-after a specified level of competency achieved in listening-speaking skills in dominant language

X

X part IA
p.3

3-a specified period of time after listening-speaking skills in dominant language taught

4-before any specified level of listening-speaking competence achieved in dominant language

AL Audio Lingual

13.2 AL sequence followed: younger

13.2 IA 1
IB 1

①-Listening-speaking proficiency precedes introduction of reading

X

1

1

X

IIA 1
IIB 1

2-Reading is taught concurrently with listening-speaking skills

3-Learning to read overlaps learning of listening-speaking skills

4-There is some overlap between learning to read and to write

p.9
IP '69

13.3 Listening-speaking proficiency determined by:

13.3 IA 1
IB 1

①-measure of listening-speaking

proficiency Philadelphia-Reading Readiness in E&S

IIA 1
IIB 1

2-informal assessment by teacher

13.4 Second language reading skills are learned:

13.4 IB 3
IIB 2

1-concurrently with learning to read in dominant language

2-after a specified level of dominant language reading competence achievement

③-a specified period of time after learning to read in dominant language (e.g. a specific grade)

pre-K, K, 1

4-before learning to read in dominant language

2 years of reading in dominant language

I		II	
Non Eng dom		Eng dom	
students		students	
A	B	A	B
dom	second	dom	second
lang	lang	lang	lang

- 13.5 Reading is introduced:
 A-individually, when child is ready
 or at a specific time during grade: K
 For students with Pre-K experience; 1
 reading, for those ready. in K. 2
 3
 in dominant language
- 13.6 Reading readiness is determined by:
 ① test of reading readiness
 2-informal teacher assessment

---	---	---	---	13.5 IA	K
K	---	K	---	IB	2
---	1	---	X	IIA	K
---	---	---	---	IIB	2
---	---	---	---		

X	X	X	X	13.6 IA	1
---	---	---	---	IB	1
---	---	---	---	IIA	1
---	---	---	---	IIB	1

- 13.7 Grade level reading is expected:
 1-in first grade
 2-in second grade
 Iowa Test of Basic Skills ③ in third grade
 4-in fourth grade
 5-in fifth grade
 6-in sixth grade
 7-other (specify)

---	---	---	---	13.7 IA	NS
---	---	---	---	IB	---
---	---	3	---	IIA	3 (inf.)
---	---	---	---	IIB	NS
---	---	---	---		

- 13.8 Grade level academic achievement (math, science, etc.) in the
 SECOND language is expected:

- 1-in the first grade
 2-second grade
 3-third grade
 4-fourth grade
 5-fifth grade
 6-sixth grade
 7-other (specify)

13.8 IB 6
 IIB 6*

(infer from conference)
 mentioned at conference

- 14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING:
 (mark all that apply)

14.0 I 3, 4, 5
 II 3, 4, 5

I = N-E II = E
 dom dom
 students students

1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.

2-Second language learning is both a separate subject and also a medium of instruction for other subjects.

in dominant language						
13.6	Reading readiness is determined by:	X	X	X	X	13.6 IA <u>1</u>
	① test of reading readiness	---	---	---	---	IB <u>1</u>
	2-informal teacher assessment	---	---	---	---	IIA <u>1</u>
						IIB <u>1</u>
13.7	Grade level reading is expected:					13.7 IANS <u>---</u>
	1-in first grade	---	---	---	---	IB <u>---</u>
	2-in second grade	---	---	---	---	IIA <u>3 (inf.)</u>
Iowa Test of Basic Skills	③ in third grade	---	---	3	---	IIB <u>NS</u>
	4-in fourth grade	---	---	---	---	
	5-in fifth grade	---	---	---	---	
	6-in sixth grade	---	---	---	---	
	7-other (specify)	---	---	---	---	
13.8	Grade level academic achievement (math, science, etc.) in the					13.8 IB <u>6</u>
	SECOND language is expected:					IIB <u>6*</u>
	1-in the first grade					(infer from conference)
	2-second grade					mentioned at conference
	3-third grade					
	4-fourth grade					
	5-fifth grade					
	6-sixth grade					
	7-other (specify)					
14.0	INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING:					14.0 I <u>3, 4, 5</u>
	(mark all that apply)					II <u>3, 4, 5</u>
		I = N-E	II = E			
		dom	dom			
		students	students			
	1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.					
	2-Second language learning is both a separate subject and also a medium of instruction for other subjects.					
	③ Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.	X	X			Not like DADE - selective science doing-SRA numbers
	④ Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language).	X	X			* S/dom. have more competence in ESL E/dom in SSL
	⑤ Different academic content is taught in the second language from that which is taught in the native language.	X	X			
	0-not specified					
	6-other (specify)					

15.0 TREATMENT OF CHILD'S LANGUAGE:

I		II		15.0 IA	IB	IIB
Non Eng. dom.	Eng. dom.	Non Eng. dom.	Eng. dom.	2	1	
students	students	students	students	2	1	
A -in dom.	B 2nd	A	B 2nd			
lang.	lang.	Eng.	lang.			

1-The child's language is respected.
It is not corrected, rather, all
of the child's speech is accepted.
However, the teacher provides a
model of the standard language
aiming toward child's eventual
control of the standard form.

_____ X _____ X

2-The child's language is corrected-
the teacher points out errors and
demonstrates the standard form.

X _____ X _____

3-Other (specify)

0-Not specified

16.0 MATERIALS

16.1 Reading Materials-Types "Let's Learn Languages" Lippincott next

Reading Materials are: (mark all that apply)

1-Linguistically based
(Merrill or Miami Linguistic
readers, ITA, etc.)

16.1 IA _____ II _____ IIB _____

* 2-Basal readers Laidlaw-Spanish X X X X Staff-made
3-Dialect readers Bank St.-English _____ supplements

4-Experience charts (stories
dictated by children)

X X X X p.300 '70

16.2 If some reading material is in
the child's dialect, indicate how
long it is used:

1-Grade 1 16.2 IA 0 II 0
2-Grade 2
3-Grade 3
4-Beyond Grade 3
0-not specified

16.3 The following are techniques and materials used for second language learning:

0-none specified	_____	_____
1-pattern drills	_____	_____
2-dialog memorization	X	X
3-choral repetition	_____	_____
4-songs	X	X
5-programmed instruction	_____	_____
6-stories read to children	_____	_____
AUDIO VISUAL AIDS	_____	_____
7-films, filmstrips	X	X

control of the standard form.

2-The child's language is corrected-
the teacher points out errors and
demonstrates the standard form.

X

X

3-Other (specify)

0-Not specified

16.0 MATERIALS

16.1 Reading Materials-Types "Lets Learn Languages" Lippincott next

Reading Materials are: (mark all that apply)

1-Linguistically based
(Merrill or Miami Linguistic
readers, ITA, etc.)

16.1 IA

IIA

IIB

*	2-Basal readers	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	Staff-made supplements
	<u>Laidlaw</u> -Spanish					
	3-Dialect readers	<u>Bank St.</u>	<u>English</u>			
	4-Experience charts (stories dictated by children)	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	p.300 '70

16.2 If some reading material is in
the child's dialect, indicate how
long it is used:

1-Grade 1

16.2 IA

IIA

2-Grade 2

3-Grade 3

4-Beyond Grade 3

0-not specified

16.3 The following are techniques and materials used for second language learning:

0-none specified

1-pattern drills

2-dialog memorization

3-choral repetition

4-songs

5-programmed instruction

6-stories read to children

AUDIO VISUAL AIDS

7-films, filmstrips

8-flannel or magnetic boards

9-realia, graphic displays

10-records, tapes

11-listening centers

12-multi-media approach

Experiential:

13-role playing

14-puppetry

15-experience charts

16-primary typewriter

17-learning through direct experience

with materials e.g. Montessori

18-activity centers-chosen by child

19-other (specify)

Learning outside the classroom:

20-field trips

21-suggested TV programs

22-other (specify)

(* Laidlaw Series used to accommodate students who may spend some school
time in Puerto Rico where series is used. Also pupils who come from
P.R. usually have used Laidlaw...provides continuity. Conference

16.4 The sources of Non-English materials and textbooks are:
(mark all that apply)

16.4 3, 9

- 0-not specified
- 1-are written by native speakers of that language
- 2-commercially prepared and published in countries where N-E is the native language
- 3-developed by the project's own bilingual staff Xerox p. 27 Pro.
- 4-developed by the staff of another bilingual project (specify which)
- 5-developed in conjunction with project parents
- 6-developed by or with members of N-EMT community
- 7-are culturally appropriate for N-E culture (specify how this is determined)
- 8-are cross cultural
- 9-commercially prepared and published in the U.S.
- 10-are translations of U.S. texts
- 11-are coordinated with materials used in the regular subject curriculum
- 12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 0

- 0-not specified
- 1-xerox attached-page and document see Xerox P. 20 a - L

A bibliography on Puerto Rican Americans

17.0 STUDENT GROUPING

P. 21 a - L Books and Materials in English on Puerto Rico and Puerto Ricans

3

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply)

17.1 5, 6

- 0-not specified
- Pupils of both linguistic groups are:

- 1-always mixed for all learning
- 2-mixed for language learning
- 3-mixed for some academic subject learning
- 4-mixed for non-academic learning; art, music, gym, health
- 5-separated for native and second language learning into dominant language groups
- 6-separated for most academic subject learning into dominant language groups
- 7-never mixed for language or other academic learning
- 8-other (specify)

Pre-K teachers combine & recombine students into each of 3 configurations: mixed Anglo and Latino gps. of 20 with 1 teacher, ethnically homogeneous gps. of 20 children working with 1 teacher who is a native speaker of their 1st lang, & a lge

17.2 Students are grouped for language instruction: (mark all that apply)

A-more than $\frac{1}{2}$ the time

B Less than $\frac{1}{2}$ the time

17.2 2, 3

- 0-not specified
- 1-total class
- 2-small groups (specify size)
- 3-individual instruction

X

combined gp. of 40 working with teacher team.

X

17.3 Criteria for grouping:

0-not specified

I Non Eng dom

Students

II Eng dom EMT

III Eng dom NEIT

- 1-by age
- 2-by native language
- 3-by dominant language
- 4-by language proficiency (ex. level of reading skill) X

X

X

X

p.12
C '70

- (specify how this is determined)
- 8-are cross cultural
 - 9-commercially prepared and published in the U.S.
 - 10-are translations of U.S. texts
 - 11-are coordinated with materials used in the regular subject curriculum
 - 12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 0
p.22 a-2 Books in Spanish for children K-8
 0-not specified

1-xerox attached-page and document see Xerox p.20 a-L

A bibliography on Puerto Rican Americans

17.0 STUDENT GROUPING p.21 a-L Books and Materials in English 3
on Puerto Rico and Puerto Ricans

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 5,6

0-not specified

Pupils of both linguistic groups are:

1-always mixed for all learning

2-mixed for language learning

3-mixed for some academic subject learning

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5-separated for native and second language learning into dominant language groups

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A-more than $\frac{1}{2}$ the time

B Less than $\frac{1}{2}$ the time

0-not specified

1-total class

2-small groups (specify size)

3-individual instruction

17.2 2,3
(combined gp. of 40 working with teacher team.

17.3 Criteria for grouping:

0-not specified

I Non Eng dom

Students

II Eng dom EMT

III Eng dom NEIT

1-by age

2-by native language

3-by dominant language

4-by language proficiency

(ex. level of reading skill) X

n.a. not applicable

(no E.dom/NEIT)

18.0 TUTORING

Can go to different grade levels if they can read earlier

18.1 Student Tutoring is: (mark all that apply)

18.1 3

no-not mentioned

0-type is not specified

1-inter-ethnic (N-EMT student tutors EMT students)

2-intra-ethnic (N-EMT student tutors N-EMT)

3-done by older children (cross age) both English and Spanish dominant

4-done by peers (same age)

5-other (specify) 6th graders tutor 1st.

18.2 Paraprofessionals or aides give tutoring or instruction as follows:

0-area not specified

18.2 0

1-inter-ethnic (N-EMT aide tutors EMT student)

2-in the acquisition of native language skills

3-in the acquisition of second language skills

4-in other academic subjects

p.12
 3 '70

During 1969-70, curriculum materials have been reviewed and where adequate ones have been found they have been purchased for use by the students and teachers. Currently all classes have been supplied with appropriate existing materials. Teachers have outlined the course of study they carried out in this year, including supplementary materials that they have used. In general they have sought to adopt the contents of the regular school program to their students' needs (except ESL and SFL).

Beginning in the summer of 1970, and continuing through the school year, five curriculum development committees will develop courses of study in the Spanish language for use in the program.

The Elementary (Grades 4 to 6) Level Committee will provide a curriculum based on themes integrating Social Studies, Science, Mathematics, Spanish and elements of English as a Second Language. The first two units are to be completed by September, 1970. They will provide a central theme in terms of communications skills, and suggestions for elaborating it into problem solving tasks in each of the disciplines. These two units should provide the content of the instructional program to November, 1970.

During the school year, this committee will continue to develop other units. Teachers in the classroom will provide feedback to the committee as each unit is used. This information will continually help to direct the progressive development of the other units.

Continuation Abstract 70-71

15
6

16.5

Curriculum

67.

PROJECT ARRIBA

For the ARRIBA program, newly developed course outlines and units of instruction will be evaluated in order to plan for a carefully structured curriculum in the areas of Science, Social Studies, Mathematics, Puerto Rican History and Culture, Latin American History, Spanish as a First Language, and English as a Second Language. The curriculum for the 4th to 6th grades will revolve around themes dealing with the daily life of this age group in Philadelphia and contrasting this with a similar age groups in Puerto Rico. The curriculum will be developed in Spanish. Content of the curriculum in English as a Second Language will be extracted from this Spanish curriculum. In the elaboration of each theme, content will be included from the various disciplines, such as math, science, social studies, music and art. Since there is no curriculum of this type presently available, this would provide a new and meaningful educational experience for Spanish-speaking pupils in the intermediate grades.

The curriculum will be developed in instructional packets. Each packet will consist of multi-media materials for the pupils and a resource guide for the teachers.

At the secondary levels, curriculum will be designed to develop programmed courses in Mathematics, Science, Social Studies and the communication skills in Spanish and in English. An overview of Puerto Rican and other Latin American History and Culture will be prepared in English and in Spanish for anglo and latino students who want to study these areas as a minor elective subject.

Continuation 1970-71

18.3 Parent tutoring: (mark all that apply) is used on volunteer basis 18.3 1
 no-not mentioned
 0-type not specified
 1-inter-ethnic parent tutoring is used
 2-intra-ethnic parent tutoring is used

Parents are trained to become tutors for their children:

- 3-in the home by a home-visiting teacher
- 4-in an adult education component
- 5-in school through observation and guidance of teacher
- 6-as parent volunteers who tutor during the school day
- 7-materials are provided for use in home by parents
- 8-other (specify)

19.0 CURRICULUM PATTERNS

19.0 5,6,8,2

The stated curriculum pattern of the bilingual project:

- 1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.

There are other modifications within the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)

- For reading * 2-a non-graded classroom: pupils of different ages are grouped together during part of the school day (4 in Jr. High) Grades 1-3
- 3-flexible or modular scheduling
- 4-small group instruction
- 5-individualized learning (conference, inference)
- 6-open classroom
- 7-guided discovery and inquiry
- 8-a curriculum which is both child and subject-centered (conference inf.)
- 9-others (specify)
- 10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:

- 0-method not mentioned 20.1 1,5,4,2
- 1-structured environment rich with materials child can manipulate order, compare, match for perceptual-motor development Xerox: Pro. A pp A(10) K
- 2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction " Pre K " A (15) 16
- 3-labeling and discussion of concepts related to time, space, distance, position

19.0 CURRICULUM PATTERNS

19.0 5,6,8,2

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Xerox:

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Pro. A pp A(10) K

" Pre K

" A (15) 16

3-labeling and discussion of concepts related to time, space, distance, position

4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)

5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.

6-direct experience of math through discovery rather than instruction

7-Other (specify or xerox) p. no. and document:

Cognitive Development in
dominant language

Xerox App. A for behavioral objectives .

Experimental

20.2 Cognitive development in later grades (grade 4 and above)

0-method not mentioned

1-specify or xerox p. no. and document

n.a.-no grade 4 or later grades

21.0 SELF-ESTEEM21.0 1,2,10,12

Stated methods of project component expected to increase self-esteem
 no-self-esteem not mentioned as an objective

0-self-esteem is an objective but methods not specified

Teacher encourages pupil to verbally express his feelings:

- 1-through role-playing
- 2-puppetry
- 3-language-experience approach: students dictate stories from their own experience
- 4-teacher accepts, acknowledges ideas and feelings
- 5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
- 6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
- 7-teacher provides experiences leading to competency and success
- 8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
- 9-other (specify) (xerox or summarize) document page #

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:

- 10-pupils act as tutors for other pupils
- 11-pupils have some options in choice of curriculum To Some Extent
- 12-pupils choose activities from a variety of interest centers
- 13-older pupils participate in curriculum planning and/or development
- 14-pupils write a bilingual newspaper for dissemination to the community
- 15-other (specify)
Seeing teachers from the same culture.

22.0 LEARNING STRATEGIES * Principal and teachers take course in conversational Spanish

22.0 1

- 1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group: Took Anglo teachers who speak Spanish
- (specify or xerox) Document and Page no. Pre K- 2
- Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activities, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.

Evaluation 0-none mentioned

- / AL oral control first
 critical of traditional material in reading
 cognitive development in native language first.

- through painting, music, dancing
- 6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
- 7-teacher provides experiences leading to competency and success
- 8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
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- Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activities, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.

Evaluation 0-none mentioned

- / AL oral control first
- critical of traditional material in reading
- cognitive development in native language first.

Xerox P. 12 pro. Appendix A (3) & (8) & (17)

23.0 BICULTURAL COMPONENT

- 23.1 This program is: 23.1 3
- 1-bilingual alone
- 2-bilingual and bicultural Black culture
- 3-bilingual and multicultural
- 0-not specified as to which of the above
- 4-an ethnic studies program is included in the bilingual program
- 5-art, posters, realia, crafts of both cultures are exhibited in the classroom
- 6-language and cultural content are integrated
- 7-other (specify)

23.2 Cross-cultural awareness:

23.2 1

If project mentions specific values or modes of behavior of N-ET culture, please summarize below: (or attach xerox) ←
found in document Partia, page 2-3
0-not mentioned

Spanish Speaking parents don't come to school.
Meetings in both English and Spanish - Parents come

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#)
23.3 0
0-none mentioned

tremendous amount of contact with parents before the program began - kids voluntary in curriculum are learning activities involving games, songs, stories, etc.*

23.4 In the bicultural component knowledge of the N-ET culture involves (mark all that apply) 23.4 5

0-no bicultural component mentioned

1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or political movements

2- Historical-cultural heritage of the past--contributions to art and science

3-'Deep' culture: family patterns and contemporary way of life.

4-Itemization of surface aspects of a country--geography, dates of holidays etc.

5-A specific culture only e.g. one Indian tribe /e.g. Puerto Rican

6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)

7-A third culture different from N-ET or ET

8-Other (specify)

* which recognize similarities and differences in the culture of Puerto Rico and the mainland.

23.5 American culture is defined:

23.5 2

0-not specified

1-narrowly: primarily Anglo-Saxon orientation

2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed

3-other(indicate document and page number for xerox) or elaborate in your own words

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for:

24.1 2, 3

23.3 1-if project mentions efforts to decrease ethnocentrism in 23.3 0-----
either or both groups, describe below: (or xerox-document page/#)
0-none mentioned

tremendous amount of contact with parents before the program began - kids
voluntary in curriculum are learning activities involving games, songs, stories, etc.*

23.4 In the bicultural component knowledge of the N-EIT culture 23.4 5-----
involves (mark all that apply)
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature
(oral or written), achievement of particular people or political
movements
2- Historical-cultural heritage of the past--contributions to art
and science
3-'Deep' culture: family patterns and contemporary way of life.
4-Itemization of surface aspects of a country--geography, dates
of holidays etc.
5-A specific culture only e.g. one Indian tribe /e.g. Puerto Rican
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-
speaking peoples)
7-A third culture different from NEIT or EIT
8-Other (specify)

* which recognize similarities and differences in the culture of Puerto Rico
and the mainland.

23.5 American culture is defined: 23.5 2-----
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural
contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or
elaborate in your own words

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: 24.1,2,3-----
0-group not specified
1-project children resource center
2-adults of the project community mentioned at conference
3-teachers
no-bilingual library not mentioned in documents

24.2 An ethnic studies library is provided for: 24.2 3-----
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-ethnic studies library not mentioned

Spanish class for Anglos

Objectives of bilingual cultural center to preserve the Spanish art form of the
monologue, encourage local talent, and provide a forum for creative expresion for the
Spanish and English speaking communities. Pro. p. 24

Enabling Objective 5.6 - Social Studies in the First Language

Description

- The teacher will develop work units based on guidelines provided by the program supervisors to be developed by September 1. The units will focus on:

Unit 1 - Living in the Neighborhood

This unit will cover the following areas:

1. The surrounding school neighborhood
2. Neighborhood signs
3. Neighborhood buildings
4. Neighborhood helpers
5. Holidays
6. Shopping in the neighborhood
7. Neighbors - who they are

Unit 2 - American and Puerto Rican History and Culture

Observation

- Lesson Plans - Teachers will report planned activities in their lesson plans. These lesson plans will be reviewed by the program supervisors.

Monitoring - The program supervisors will observe classes and will note that the activities will be occurring at the indicated times.

Criterion

- The program supervisors will report that the appropriate activities were included in the lesson plans, and were observed being carried out in the classroom when monitoring took place.

24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply)

24.3 3, 5, 6, 15, 8

- 0-method not specified
- no-no provision for informing community
- 1-bilingual newsletter
- 2-monolingual newsletter
- 3-news sent to mass media.
- 4-if articles included with project, check 4
- 5-bilingual fliers sent home
- 6-formal meetings on Sunday afternoons when parents are available
- 7-informal meetings open to entire community
- 8-meetings conducted in both languages
- 9-home visits
- 10-other (specify) *15-cultural programs, demonstration lessons
- 11-project director personally involved in program innov. dissemination. specify how

see xerox 19a-i

Xerox p. 55 pro.

-radio programs, T.V. (video-tape program), children travel to other schools to present "assembly" cultural programs. Packets given to parents including results of research by Modiano, Lambert showing benefit of bilingual ed. (from conference)

24.4 Community involvement in the formulation of school policies and programs is sought through:

24.4 1, 2, 3, 4

- 0-type not specified
- no-not sought
- 1-existing community groups working with program
- 2-bilingual questionnaires Fall & Spring
- 3-community-school staff committees
- 4-community advisory groups
- 5-formal meetings open to the entire community
- 6-informal meetings with community groups
- 7-other (specify) *
- 8-project director personally seeks involvement of community in program. specify how

Xerox Pro. p. 45

p.72
C 70

-demonstration classes for parents at frequent intervals, cultural programs & trips with parents arranged - 24.3

24.5 The school keeps informed about community interests, events and problems through:

24.5 2

- no-no mention of school seeking to be informed about community
- 1-meetings open to the entire community conducted in both languages
- 2-community representatives to the school
- 3-bilingual questionnaire sent to the home
- 4-home visits by school personnel
- 5-other (specify)
- 0-method not specified

24.6 The school is open to the community through:

24.6 1

8-meetings conducted in both languages

Xerox p. 55 pro.

9-home visits

10-other (specify) #15-cultural programs, demonstration lessons

11-project director personally involved in program innov.
dissemination. specify how

-radio programs, T.V. (video-tape program), children travel to other schools to present "assembly" cultural programs.
pockets given to parents including results of research by Modiano, Lambert showing benefit of bilingual ed. (from conference)

24.4 Community involvement in the formulation of school policies

and programs is sought through:

24.4 1, 2, 3, 4

0-type not specified

Xerox Pro. p. 45

no-not sought

1-existing community groups working with program

2-bilingual questionnaires Fall & Spring

3-community-school staff committees

p.72

4-community advisory groups

C 70

5-formal meetings open to the entire community

6-informal meetings with community groups

7-other (specify) *

8-project director personally seeks involvement of community
in program. specify how

-demonstration classes for parents at frequent intervals, cultural programs & trips with parents arranged - 24.3

24.5 The school keeps informed about community interests, events and problems through:

24.5 2

no-no mention of school seeking to be informed about community

1-meetings open to the entire community conducted in both languages

2-community representatives to the school

3-bilingual questionnaire sent to the home

4-home visits by school personnel

5-other (specify)

0-method not specified

24.6 The school is open to the community through:

24.6 1

0-not mentioned

no-school is not open to community for community use

1-opening school facilities to the community at large for use after school hours and on weekends

2-providing adult education courses

3-other (specify)

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual program through:

25.1 1, 2, 3, 4, 5, 6

1-newspaper articles

2-radio programs

3-TV programs

4-video-tapes

5-films

6-visitors to observe the program

19 a

24.0

7.

Community Involvement

In September, 1970, a meeting will be held for all parents whose children are involved in the bilingual school. This will be our first general meeting and will focus on the following aspects of the bilingual program:

- . Purpose of bilingual education - how it will benefit children, parents, community.
- . Discussion of ways parents can help children, and parental involvement in the classroom.
- . Discussion of plans for future meetings.

Throughout the year, we will meet with parents according to grade level.

A general meeting involving all teachers and parents involved with the bilingual school will be planned once every two months.

We are planning a series of workshops for the mothers involved in the bilingual school. These will be held once a week during the school day. Groups of parents will be organized under one teacher to participate in the following activities according to interest:

- . How to help children at home in reading and arithmetic
- . How to apply makeup - hairstyling, etc.
- . Sewing class
- . Interior Decoration
- . Arts and Crafts
- . Cooking
- . Other interest groups will be developed after the first general meeting

in September.

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- . Interior Decoration
- . Arts and Crafts
- . Cooking
- . Other interest groups will be developed after the first general meeting in September.

Community Involvement

13.

The community involvement program will begin with an orientation seminar for parents of students in the program. One will be held in each local community served by the program.

Each school will have an open house day, in which the parents can view both teachers and students working in the classrooms.

The school will coordinate activities with Concilio, Organizaciones Hispanas, the Free Library, and Philadelphia Department of Recreation to present after school programs on special occasions such as Pan American Day.

From Continuation Abstract '70-71

COMMUNITY INVOLVEMENT

The Spanish-speaking community has been actively involved in planning and developing educational programs in the School District over the past four years. The various programs, committees, and activities are described in our initial proposal in 1969-70 and amendments to this.

Several outstanding events have taken place this year as an outgrowth of the bilingual program. These are:

- 1- A testimonial (homenaje) in honor of the native Spanish speakers who became teachers in September 1969 was planned by 18 Spanish community organizations. Over 400 persons attended. Tribute was paid to the new teachers by community leaders. Each teacher was presented with a parchment certificate of honorable recognition.
- 2- The bilingual teachers participated as a group in a float as part of the Puerto Rican Day Parade which was one of a series of events during the Puerto Rican Week Festival.
- 3- The bilingual teachers and students and schoolstaff who are part of the bilingual project participated in TV shows and radio interviews concerning the new programs.
- 4- A half hour documentary videotape on the bilingual programs was prepared by WFIL-TV and shown on Sunday, April 5th. The station has made available to our office a print of the videotaps. This entire project was initiated and implemented through the Council of Spanish-Speaking Organizations.

On-going involvement with the community is a vital part of our program.

Continuation Application '70-71

Potter-Thomas Bilingual Model - Community Involvement

Both the Spanish-speaking and the English-speaking communities will continue to participate in the operation of the Bilingual Model at the Potter-Thomas school. In order to increase the effectiveness of that participation, efforts to inform the community about the meaning and operation of the program will be increased. Brochures, radio programs and other mass media will be used to achieve this objective. Parents will continue to participate with the teachers in the planning and evaluation of the operation. Demonstration classes, aimed at having the parents verify the progress of their children, will be staged at frequent intervals. Cultural programs and trips involving parents and students will be organized as part of the curriculum. These programs will address themselves to both the culture of the local community and the cultural heritage of the Spanish-speaking student.

The opinion of parents will be culled at least twice during the year (fall and spring) in order to try to get suggestions and orientation for the program as well as an index of attitudinal changes toward the operation, at the grass roots level.

Thus, the specific aims of the community involvement component will be the following:

- 1- To disseminate and diffuse all information regarding the planning, operation and evaluation of the program in the target area community.
- 2- To increase community participation in the planning, operation and evaluation of the program.
- 3- To collect information from parents suggesting the direction the program should take to meet the needs of their children.

"LET'S BE AMIGOS"

Preparado por
Robert Offenberg
Oficina de Investigación y Evaluación



Oficina de Lenguas Extranjeras
Eleanor L. Sandstrom, Directora
Distrito Escolar de Filadelfia
Servicios de Instrucción

1970

¿DE CUÁNTOS PROGRAMAS SE COMPUSO EL PROYECTO BILINGUE "LET'S BE AMIGOS" EN EL AÑO 1969-1970?

Hubo tres programas en el proyecto el año pasado.

- La Escuela Bilingüe Potter-Thomas que sirvió a niños de pre-kindergarten, kindergarten y primer grado.
- ARRIBA (Programa de Continuación de la Educación en Español) que sirvió a alumnos desde el cuarto grado hasta la escuela superior.
- Programa de Entrenamiento para Maestros que calificó veintiuna personas de habla hispana para enseñar en nuestras escuelas.

¿CONTINUARÁ EL PROYECTO BILINGUE DURANTE EL AÑO ESCOLAR DE 1970-71?

- La Escuela Bilingüe Potter-Thomas, Modelo A, está en acción del pre-kindergarten al segundo grado.
- El Programa ARRIBA ha sido extendido a dos escuelas superiores adicionales.
- Un nuevo programa bilingüe para la escuela elemental, Modelo B, está en acción en cuatro escuelas.
- Un programa de entrenamiento preparó 41 personas de habla hispana como maestros bilingües.
- Varios comités están produciendo nuevo material de instrucción para los programas bilingües.

¿CUÁLES SON LAS METAS DE LOS PROGRAMAS BILINGÜES?

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- Muchos estudiantes del pre-kindergarten ganaron tantas destrezas en preparación para leer, que se está desarrollando un programa especial de kindergarten en el año escolar 1970-71 en que se enseña la lectura en la lengua materna.
- El programa subió la puntuación de los niños de habla inglesa y de los de habla hispana en el Examen de Aprestamiento de Filadelfia para sobre-pasar la mediana escolar de 1969 cuando las instrucciones para el examen fueron dadas en la lengua materna del niño. De hecho, los estudiantes de habla hispana examinados en español tuvieron una puntuación más alta que los estudiantes en la escuela de mayor puntuación de toda la ciudad de Filadelfia durante el año 1969.
- Los estudiantes de habla hispana y habla inglesa del primer grado empezaron a leer en su lengua materna, todos terminaron su pre-cartilla en inglés o español y estaban leyendo satisfactoriamente la cartilla al nivel primario.
- Los estudiantes ya mencionados lograron sus objetivos en caligrafía antes del tiempo asignado.

¿QUÉ RESULTADOS TUVO EL PROGRAMA ARRIBA?

- El Programa ARRIBA ayudó a mejorar las notas de casi todos los estudiantes que participaron en él hasta el fin del año.
- El Programa ARRIBA mejoró la calificación de conducta de la mayoría de los estudiantes que participaron en él hasta el fin del año.
- La mayoría de los estudiantes en el programa indicaron que querían continuar en el mismo.

El programa de la Escuela Modelo Potter-Thomas y el programa de Modelo B tienen las mismas metas que son:

- Enseñar estudiantes cuya lengua materna es español o inglés a entender, hablar, leer, y escribir el inglés y el español.
- Enseñar matemáticas, ciencias, estudios sociales, arte y música en inglés y español.

El programa ARRIBA provee a estudiantes mayores de habla hispana una oportunidad para estudiar matemáticas, ciencias, estudios sociales y español como primera lengua mientras van dominando el inglés como segundo lengua.

Todos los programas bilingües incorporan un currículo de la historia y cultura de Puerto Rico para niños de habla inglesa y habla hispana en los grados desde pre-kindergarten hasta el 12mo.

¿QUÉ RESULTADOS TUVO EL PROGRAMA DE LA ESCUELA MODELO POTTER-THOMAS EL AÑO PASADO?

- El programa aumentó las habilidades de comunicación de los estudiantes de habla inglesa y habla hispana en su lengua materna en comparación con estudiantes de otra escuela similar. Los estudiantes en el programa bilingüe adquirieron destrezas en su primera lengua antes del tiempo asignado.
- El programa aumentó la habilidad de los estudiantes para hablar en su segunda lengua, pero al fin del año los niños de habla hispana habían aprendido más inglés que los niños de habla inglesa español.

¿QUE RESULTADOS TUVO EL PROGRAMA DE ENTRENAMIENTO DE MAESTROS?

- . Todos los maestros que entraron al instituto especial de verano terminaron el programa.
- Todos menos uno enseñaron todo el año.
- Todos estan progresando satisfactoriamente hacia su B.A. o M.A. en la Universidad de Temple.
- . Los principales de las escuelas participantes han expresado un alto grado de satisfacción con el trabajo de los maestros entrenados en los programas bilingües.

Versión al español cortesía de
la Oficina de Asuntos de la Comunidad

¿QUÉ SE EVALUARA EN EL 1970-71?

- . Este año, además de repetir las investigaciones del año pasado, se evaluará el nuevo currículo, se desarrollará nuevos métodos para analizar el movimiento de alumnos, el absentismo y el porcentaje de los que se salen de la escuela; se examinarán destrezas en lectura en algunos grados. Se podrá pedir a los maestros que mantengan registros especiales o que llenen formas especiales para poder continuar mejorando los programas y así demostrar su valor.

NOTICIERO BILINGUAL NOTICIERO BILINGÜE

NEWSLETTER OF THE
PHILADELPHIA
BILINGUAL PROGRAMS



First grader,
Potter-Thomas School

Prepared by Constance Dry of
the Office of Foreign Languages
and published by the Publications
Office of Instructional Services,
The School District of Philadelphia

NO. 4
April 1972

THE SECOND YEAR EVALUATION REPORT

Ever since the Let's Be Amigos Bilingual Project began in 1969, Philadelphians have been discussing bilingual education. The diversity of opinion in these discussions has highlighted the need for data. Now, this need has been satisfied by the Second Year Evaluation Report prepared by Robert Offenberg of the Office of Research and Evaluation of the School District of Philadelphia.

The Evaluation Report tells us what has been done, how well the students have learned what has been taught, and how well they did when compared with other pupils.

Here are some of the findings. The Model A Program (Potter-Thomas) was expanded to include all day kindergarten and second grade. The Model B Program was begun in four schools (Bethune, Ludlow, Miller, and McKinley). Students in the all day kindergarten began to read in their mother tongue. Reading is usually not introduced at this level in the Philadelphia schools. The Anglo kindergarteners did better on the Philadelphia Readiness Test than typical pupils in the city, and the Latino kindergarteners, tested in Spanish, did about as well as typical pupils in the city. All pupils were reading at anticipated levels in their mother tongue.

The second level Anglo students in Model A took a citywide reading test and did better than pupils previously had done at the school. Half the second graders (both Latino and Anglo) began reading in their second language. While the Anglo second graders did as well as expected, the Latinos did better than anticipated in Arithmetic.

The Arriba Program (upper elementary, junior high, and senior high) being more diverse was subject to a somewhat different evaluative approach. At all grade levels, there was a trend toward better grades. Behavior ratings went up. Elementary school attendance improved. High school students taking academic courses in Spanish received better grades than Latinos had received when taking the same courses in English.

Surveys done for the evaluation revealed that most pupils wished to remain in the Program. Nearly all the parents approved of the Program, and the principals were generally pleased with the Program and the teachers.

The Bilingual Program has reached out to students as human beings whose language is esteemed and practiced by professionals in the school. The Second Year Evaluation Report describes this developing program by presenting data about the cognitive, social, and emotional development of the children. It will be available to the public through the microfiche system of the Educational Resources Information Center (ERIC) at the Temple University Library.

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TEACHERS USE VIDEOTAPES

This year the production of a series of educational tapes for television has begun as a part of the Bilingual Program. Using portable television equipment these programs are recorded on magnetic videotape. A teacher may request to have his class taped and then see the tape for purposes of self-evaluation. The teacher has the opportunity to correct errors and reassert good teaching techniques.

Model classes have also been taped in which teachers demonstrate a variety of teaching techniques.



Television Specialist,
Mario Pacheco



IT'S NEVER TOO LATE FOR LEARNING

Under the direction of Mr. Jorge Santiago, bilingual teacher at Penn Treaty Jr. H.S., many bilingual teachers are volunteering their services in an educational program at the Puerto Rican Cultural Center, 2216 North 5th St. The courses offered are: Beginning and Advanced Conversational English, Spanish, Adult Literacy, Mathematics, and tutorials for college bound students. The program is open to the public. The courses are free. For further information contact the Center on North 5th St.

FESTIVAL PREPARATIONS

Preparations for the 1972 Puerto Rican Week Festival are already under way.

This year's President is Mr. José Figueroa. The following members of the Bilingual Program will also participate:

- Mrs. Eleanor L. Sandstrom,
Yearbook Committee
- Mrs. Minerva Deane,
Chairman, Pageant Committee
- Mr. Mario Ramírez
Chairman, Educational Committee

ACTIVE STUDENT COUNCIL

At Stoddart-Fleisher Jr. H.S. the bilingual students continue to enliven the extracurricular life of the school. Israel Rivera, a ninth grader, is President of the Bilingual Student Council which has worked tirelessly to coordinate bilingual activities. Halloween was celebrated by the bilingual students, and in November an active mothers' group prepared special sweets for the teachers, marking Puerto Rican Discovery Day. Valentine's Day saw the crowning of the Queen of Hearts. This year the faculty enjoyed two lunches featuring typical Puerto Rican dishes. For the first time, the birthday of the great Puerto Rican literary figure, Eugenio María de Hostos, was commemorated with a lecture presented to the entire student body by Mr. Noé Acosta, bilingual teacher at William Penn H.S.. Mr. Rivera commented "We bilingual students are proud to contribute whatever we can of our culture to this school."

LISTEN TO "SLAMOS AMIGOS"

Radio WTEL

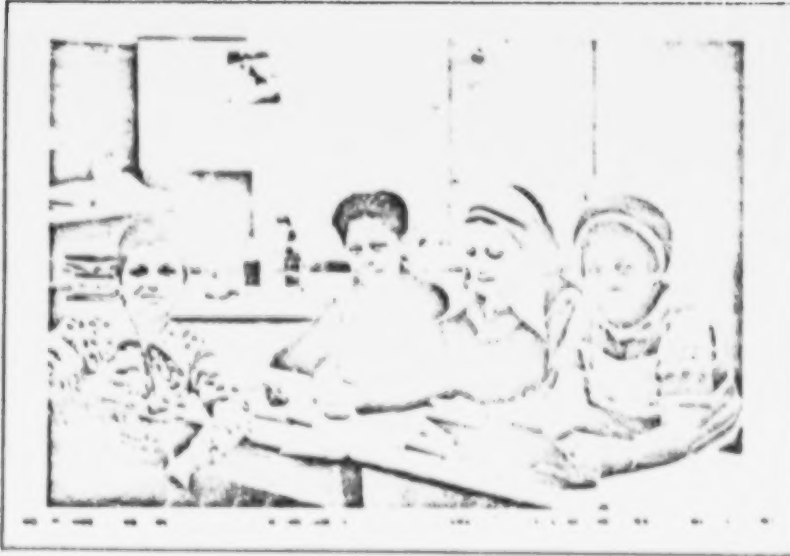
2:45 p.m.

alternate
Wednesdays

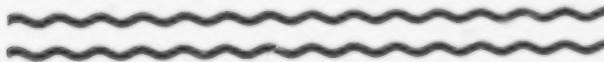
with

Minerva
Deane





Bilingual teachers Lucy Soto, Mercedes Garcia, Sonia González, and Elizabeth Santiago are creating a curriculum for Puerto Rican history and culture at the elementary level.



Mr. Braulio Montalvo, psychologist at the Philadelphia Child Guidance Clinic, discussed emotional problems of Spanish-speaking children in the Philadelphia schools with bilingual teachers at a staff development workshop in February.



ADVISORY COMMITTEE MEETS

Recently, the Parents' Advisory Committee on Bilingual Education met at the Board of Education with interested principals and program personnel. At the conclusion of the meeting, Mr. Domingo Martínez, President of the Committee stated, "This has been a very productive session. I am convinced the interchange of ideas and information that occurred tonight will lead to action." Mr. Martínez continued, "During the next month the Advisory Committee plans to visit as many schools as possible. We will then report to the parents on the status of the Bilingual Program." The Committee is looking ahead. It wants to insure the expansion of the Bilingual Program in areas with growing Spanish-speaking populations. Mrs. María Díaz, Committee member, stated, "We have both the privilege to represent the parents and the responsibility to keep them informed. We must reach as many parents as possible." Toward this end, a series of Town Meetings in the different parts of the city is being planned.

Dr. I Ezra Staples, Associate Superintendent, Instructional Services, added that the program has been carefully watched and that his office is committed to preparing and carrying out better programs. He closed by saying he was most eager for the parents' advice in formulating new proposals.

The meeting ended with the suggestion that a cultural center for the Puerto Rican community be created.

19 m



NOTICIERO DE LOS
PROGRAMAS BILINGÜES
DE FILADELFIA



Niña de primer grado,
Escuela Potter-Thomas

NUM. 4
Abril 1972

LA SEGUNDA EVALUACION ANUAL

Se ha venido hablando mucho sobre la educación bilingüe en Filadelfia desde que comenzó el Programa Bilingüe "Seamos Amigos" en 1969. La diversidad de opiniones ha subrayado la necesidad de obtener la mayor información posible sobre el programa. La importancia de estos estudios se ve claramente en el informe de la Segunda Evaluación Anual presentado por el Sr. Robert Offenberg de la Oficina de Investigación y Evaluación del Distrito Escolar de Filadelfia.

Esta evaluación muestra lo que se ha hecho, lo mucho que han aprendido los estudiantes, y lo bien que salieron en comparación con otros alumnos.

A continuación presentamos algunos de los resultados durante el año escolar 1970-71. El Modelo A (Potter-Thomas) se expandió para incluir kinder y hasta segundo grado elemental. El Programa Modelo B comenzó en cuatro escuelas (Bethune, Ludlow, Miller, y McKinley). Aunque por lo general no se enseña lectura a este nivel en el Sistema Escolar de Filadelfia, los niños de kinder comenzaron a leer en su lengua materna. En el "Philadelphia Readiness Test" los anglos de kinder obtuvieron mejores resultados que los otros estudiantes al mismo nivel en las otras escuelas de Filadelfia. Al ser examinados en español, los latinos de kinder obtuvieron un resultado casi igual al de los niños al mismo nivel en esta ciudad. Todos los estudiantes obtuvieron los resultados previstos en lectura al ser examinados en su idioma materno.

Los anglos del segundo nivel del Modelo A tomaron el examen de lectura que se usa en toda la ciudad y obtuvieron calificaciones más altas que aquellas obtenidas antes por otros estudiantes de la misma escuela. La mitad de los alumnos del segundo grado, anglos y latinos, comenzaron a leer en segundo idioma. Mientras los anglos salieron tan bien como se esperaba, los latinos adelantaron más de lo que se anticipaba en aritmética.

El Programa Arriba (grados superiores de las escuelas elementales, intermedias y superiores) es más diverso y fue evaluado de una manera distinta. Resultó que en todos los niveles los estudiantes recibieron calificaciones mejores. El comportamiento de los alumnos en el salón de clases mejoró notablemente. Aumentó el promedio de asistencia escolar al nivel de la escuela elemental. Los estudiantes de la escuela secundaria que tomaron cursos académicos en español obtuvieron mejores calificaciones que los latinos que tomaron los mismos cursos en inglés en años anteriores.

El análisis demostró que la gran mayoría de los estudiantes desean continuar en el programa. Casi todos los padres dan su apoyo al programa y por lo general los principales están satisfechos con los maestros bilingües y el programa.

El Programa Bilingüe ha venido ayudando a los estudiantes de tal manera que su idioma materno es, no sólo reconocido sino perfeccionado y utilizado por los profesionales. La Segunda Evaluación Anual describe el Programa al analizar el desarrollo

25.2 Project's impact:

25.2 3

- 1-Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program
- 2-Project mentions other schools in the local educational system have started bilingual programs
- 3-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs

26.0 ROLE OF EVALUATOR

26.1 Evaluator has field tested, on a group of children who are of the same language, culture and grade levels as the children in the bilingual program:

26.1 1,2

- 0-not mentioned
 - 1-published measures
 - 2-staff developed measures
 - 3-staff translations of published measures
 - 4-staff adaptations of published measures
- 2nd. year Evaluator got validity check by comparing results with teachers overall evaluation of pupils progress. Reliability-split half (3rd. yr.) and item corr. with total scores. Tran. of Phila

26.2 Evaluator has personally observed students in the program:

26.2 1 readiness

- 0-not mentioned
- no-never
- 1-once or twice during the year
- 2-more than twice
- 3-regularly
- 4-other (specify)

26.3 Evaluator has met with teachers:

26.3 1

- 0-not mentioned
- no-never
- 1-once or twice during year
- 2-more than twice
- 3-regularly
- 4-other (specify)

27.0 EVALUATION PROCEDURE

27.1 0-not specified
1-A comparison group has been chosen
2-A comparison group will be chosen

Xerox pro. 52

27.1 1

-historical baseline data in Bd. of Ed. computer data file

27.2 0-not specified (mark all that apply)

27.2 1,3

- 1-Pre-tests have been given to project group or sample
- 2- " will be " "
- 3-Post-tests have been given to project group or sample
- 4- " will be " "
- 5-Pre-tests have been given to comparison group

26.1 Evaluator has field tested, on a group of children who are of the same language, culture and grade levels as the children in the bilingual program:

26.1 1,2

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1-published measures

2-staff developed measures

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3-Post-tests have been given to project group or sample

4- " will be " "

5-Pre-tests have been given to comparison group

6- " will be " "

7-Post-tests have been given to comparison group

8- " will be " "

p.10-- Arriba will employ "unobstrusive" measures:

1. number of days absent

2. number of days late

3. " " cuts recorded

4. " " disciplinary actions recorded

5. the subjects in which each student was enrolled

6. the grades & behavior rating earned by the student in each subject, at year end

* Innov:

Evaluation results, ie kindergarden children reading, were summarized on one page of newsletter for parents.

see xerox 19j - 19m for Newsletter

THE SCHOOL DISTRICT OF PHILADELPHIA, INSTRUCTIONAL SERVICES

OFFICE OF FOREIGN LANGUAGES

A BIBLIOGRAPHY ON PUERTO RICAN AMERICANS

FROM: AMERICAN DIVERSITY

A Bibliography of Resources
on Racial & Ethnic Minorities
for Pennsylvania Schools

Pennsylvania Dept. of Education
Box 911, Harrisburg, Pa. 17126

April 16, 1970

SOCIAL INTERPRETATION

Brameld, Theodore A. REMAKING OF A CULTURE: LIFE AND EDUCATION IN PUERTO RICO. Science Eds. \$2.65.

The impact of education on a society in transition.

Burma, John H. SPANISH-SPEAKING GROUPS IN THE UNITED STATES. Duke, 1954. \$4.00.

A thumbnail sketch of the Puerto Ricans, linking them with other Spanish-speaking groups in this country.

Ehle, John. SHEPHERD OF THE STREETS. Sloane, 1960. \$4.00.

A minister's crusade for better living conditions among the Puerto Ricans on the upper West Side.

Hanson, Earl P. PUERTO RICO, LAND OF WONDERS. Knopf, 1960.

The transformation of Puerto Rico from an abject colony to a self-reliant, increasingly prosperous commonwealth freely associated with the United States.

Lewis, Oscar. LA VIDA: A PUERTO RICAN FAMILY IN THE CULTURE OF POVERTY SAN JUAN AND NEW YORK. Random, 1966. \$7.00.

"The first full-length portrait of a Puerto Rican slum family and the only intensive study of persons both on the island and after their move to the mainland -and, in some instances after their return to Puerto Rico." He uses a tape-recorded biographical technique to give perspectives not only from the immediate family but also friends and relatives - sixteen persons in all. Some reviewers assert that the weakness of this book is the question of the extent to which the family groups selected are representative of low-income Puerto Rican families. Social science knowledge of this latest migrant group is limited and much more research is needed to determine the typical "life".

Mayerson, Charlotte. TWO BLOCKS APART. Holt, 1965. \$3.95.

Juan Gonzales and Peter Quinn live only two blocks from one another but their lives are worlds apart. The author records talks with these two seventeen-year-old New Yorkers and the contrast between them is striking.

Padilla, Elena. UP FROM PUERTO RICO. Columbia, 1958. \$5.50

"A documentary on the way of life and the changing culture of Puerto Ricans living in an East Harlem slum in New York City... based on two-and-a-half years of field research 1954-1957... such as topics as family organization, growing up, home life, gangs, ethical training, dealing with the outside world and generation conflict.

Senior, Clarence. PUERTO RICANS. Quadrangle, 1965. \$1.45

A report on the modern phases of Puerto Rican adjustment to American metropolitan living. Foreword by H. H. Humphrey.

Sexton, Patricia C. SPANISH HARLEM. Harper, 1965. \$1.45

The anatomy of ethnic poverty in a great metropolis.

Thomas, Piri. DOWN THESE MEAN STREETS. Knopf, 1967. \$5.95

"A significant human document - it tells it-like it-is-in- the experience of one colored Puerto Rican boy growing up in Spanish Harlem...locates the problem in the streets of New York City... (and) eloquently documents the problem of color as it affects a colored Puerto Rican. Will bring understanding of often strange behavior of teenagers in the city streets" - Joseph P. Fitzpatrick, Fordham University.

Tor, Regina. GETTING TO KNOW PUERTO RICO. Coward-McCann., 1967

An invaluable resource book on Puerto Rican culture, (songs, games, food, government, geography, etc.) for the elementary school.

Tumin, Melvin and Arnold Feldman. SOCIAL CLASS AND SOCIAL CHANGE IN PUERTO RICO. Princeton, 1961. \$10.00

The evolution of modern Puerto Rican society.

HISTORY

Colorado, Antonio. THE FIRST BOOK OF PUERTO RICO. Franklin Watts, 1965. \$2.65

Some of Puerto Rico's geography, history, government, and culture are outlined along with "Operation Bootstrap", the program of self-help which has raised Puerto Rico's living standards.

Lyford, Joseph P. THE AIR-TIGHT CAGE: A STUDY OF NEW YORK'S WEST SIDE Harper, 1966. \$7.95. \$2.25 (paper)

Description of the Spanish-speaking ghetto - El Barrio.

McGuire, Edna. PUERTO RICO - BRIDGE TO FREEDOM. Macmillan, 1963, \$4.50

This book tells the story of Puerto Rico from the time of its discovery until present day. It portrays the cultural heritage of its Spanish past with the technological advances of its American present.

Manning, Jack. YOUNG PUERTO RICO. Dodd, 1962. \$3.25

This book gives the young reader an insight into the everyday work and play activities of children in Puerto Rico. The text is supplemented with excellent pictures.

Mills, C. Wright. PUERTO RICAN JOURNEY. Russell, 1950. \$8.50

Excellent account of the Puerto Rican migration to New York City and of the "barrios" in East Harlem and the Bronx.

Page, Homer. PUERTO RICO: THE QUIET REVOLUTION. Viking, 1963. \$7.50

A combination of words and pictures tells the dramatic story of the Puerto Rican people and their struggle for economic and social gain during thirty years of quiet revolt.

Rand, Christopher. PUERTO RICANS. Oxford, 1958. \$3.75

A newspaper reporter writes a sympathetic account of our newest minority group.

Rollins, Frances. GETTING TO KNOW PUERTO RICO. Coward, 1967. \$2.68

An attractively illustrated, readable history of Puerto Rico which ranges from a brief sketch of early conditions to most recent developments in programs for providing better living for these people. Includes two songs, a chronology of history, and bibliography.

Senior, Clarence. OUR CITIZENS FROM THE CARRIBBEAN. McGraw, 1965. \$1.48

A brief but thorough portrayal of the Puerto Rican story from Spanish Colonialism to modern social engineering. The U.S. migration. A contrast chapter on Cuba is included.

Sterling and Brau. THE QUIET REBELS. Doubleday, 1968. \$1.45 (paper)

The lives of four Puerto Rican leaders who played important roles in the political life of the island.

Wakefield, Dan. ISLAND IN THE CITY: THE WORLD OF SPANISH HARLEM.

Corinth, 1957. \$1.95 (paper)

A vivid description of life in "El Barrio Latino", the Spanish sub-community of New York.

FICTION

Alegria, Ricardo E. THE THREE WISHES. Harcourt, 1969. \$3.25

These folktales reflect the conglomerate culture not only of Puerto Rico, their source, but the entire Caribbean area. The blending of African, Oriental, and Indian ideas and customs are beautifully demonstrated. Children will enjoy these tales of witchery, magic and fancy.

Belpre, Pura. JUAN BOBO AND THE QUEEN'S NECKLACE. Warne, 1962. \$2.75

In this old Puerto Rican folk tale, simple, innocent, young Juan is a hero whose luck and ingenuity accomplish the seemingly impossible.

_____, PEREZ AND MARTINA. Warne, 1966. \$2.95

An old Puerto Rican folk tale printed for the first time in English. Tells of the affection between Martina, a lovely cockroach, and Perez, a handsome mouse. The tale has a tragic ending with Perez's untimely demise in a kettle of boiling food.

Brenner, Barbara. BARTO TAKES THE SUBWAY. Knopf, 1961. \$3.29

His first New York subway ride is a real adventure for Barto. By means of photographs we follow this small Puerto Rican boy and his sister through the excitement and happiness of his experience.

Colman, Hila. GIRL FROM PUERTO RICO. Morrow, 1961. \$3.75

A realistic picture of what it means to be a Puerto Rican girl in New York. The hurts are helped a little by the friendship of an American boy and his aunt.

Edell, Celeste. A PRESENT FROM ROSITA. Hale, 1965.

A charming story of a Puerto Rican girl and her problems in the United States.

Felt, Sue. ROSA-TOO-LITTLE. Doubleday, 1965. \$2.95.

An entertaining story with fascinating illustrations of a little girl of Puerto Rican parentage who lives in New York City and desires to take part in the activities of her older brother and sister.

Heuman, William. CITY HIGH FIVE. Dodd, 1964. \$3.25

This is the story of a Puerto Rican boy whose frustrating and almost futile attempts to make the school basketball team are finally crowned with success.

Hill, Donna. CATCH A BRASS CANARY. Lippincott, 1964. \$4.50

Miguel, a teenage Puerto Rican boy is a page in an Upper West Side branch of the public library. Here he encounters hostility and indifference and is tempted to return to the gang. Through him we see the changes that can occur when people face up to their prejudices.

Hall, Eleanor. MONCHO AND THE DUKES. Friendship, 1964. \$1.75 (paper)
Study guide, \$.75

Puerto Rican and Negro gang conflict in New York City's Harlem. Realistic.

Kurtis, Arlene Harris. PUERTO RICANS FROM ISLAND TO MAINLAND. Messner, 1969. \$3.65

Beginning with the arrival of Columbus on Borinquen, as Puerto Rico was then called, this book traces the growth and development of the island. The role of Puerto Ricans in America is emphasized in the latter half of the book that is designed for easy reading. The pronunciation guide and glossary will be useful.

Lacy, Edward. SLEEP IN THUNDER. Grosset, 1964. \$.50 (paper)

Puerto Rican conflict with police and resolution of murder mystery through P.A.L.

Lewiton, Mina. CANDITA'S CHOICE. Hale, 1959. \$2.25.

The story of a girl who moves from Puerto Rico to New York City. After adjusting to the unfamiliar environment, she finds she likes New York and decides to stay.

_____, THAT BAD CARLOS. Harper, 1964. \$3.27

Carlos Miraflores is a cheerful ten-year-old boy newly arrived from Puerto Rico. He delivers groceries and finds himself in trouble because he does not understand why it is wrong to "borrow" a carriage or bicycle. A sympathetic teacher helps Carlos adjust to New Yorkers' ideas of good and bad.

Lexau, Joan. JOSE'S CHRISTMAS SECRET. Dial, 1963. \$3.50.

Jose is determined to earn the money to buy his widowed mother a warm blanket. This ten-year old Puerto Rican boy helps bring the spirit of Christmas to his family, shivering in their first New York winter.

_____, MARIA. Hale, 1964. \$2.37

The touching story of Maria, a little Puerto Rican girl, and her desire to have a doll with which to play.

McFadden, Dorothy. GROWING UP IN PUERTO RICO. Silver, 1960. \$1.80
Ten stories about Puerto Rico told from a child's viewpoint.

Miles, Petty. FEAST ON SULLIVAN STREET. Knopf, 1963. \$2.95
Michael de Luca's family participates in the Fiesta of Saint Anthony, but he has no part in New York City's yearly celebration. He finds his first real job and becomes part of the feast on Sullivan Street.

Plenn, Doris. THE GREEN SONG. McKay, 1954. \$3.50
A Puerto Rican tale about the coquis, or tree frogs, who live on the Island, doing the Green Work and singing the Green song every evening. Pepe Coqui was the best singer. He decided to see other places. A gentle satire on the modern world.

Schloat, G. Warren, Jr. MARIA AND RAMON: A GIRL AND BOY OF PUERTO RICO.
Knopf, 1966. \$3.09

Speevack, Yetta. SPIDER PLANT. Atheneum, 1965. \$3.25
Carmen is sure that moving to New York City is not a good idea. She misses the trees, flowers, and friends in Puerto Rico. When the family moves uptown, a spider plant and a Girl Scout play help change her attitude.

Thaler, Susan. ROSARIA. McKay, 1967. \$3.50
Rosaria, a Puerto Rican girl living in New York, tries to break out of the shell of poverty and indifference in which her family is trapped. This story portrays how easily a member of a "different" group, as Rosaria describes it, can become part of the wrong gang and develop real problems. A small boy helps Rosaria find her way to reality.

Rambeau, John and Nancy. ISLAND BOY. Field, 1969. \$2.50
Story of a teenager who moves from Puerto Rico to Harlem. Adolescent problems and interests against background of Puerto Rico and Spanish Harlem. High-interest, low-reading level.

BIOGRAPHY

ALVARADO, EUSTAQUIO ZAYAS. Mintz W. WORKER IN THE CAGE: A
PUERTO RICAN LIFE HISTORY. Yale, 1960. \$8.50
Documentary life story of a Puerto Rican field worker.

GARCIA, LORCA. Belitt, B. (trans.) GARCIA LORCA, FEDERICO, POET
IN NEW YORK. Grove, 1955. \$1.95 (paper)
Bilingual Spanish and English.

MUNOZ MARIN. Mathews, T. G. LUIS MUNOZ MARIN. Am. RDM, 1967 \$1.00
(paper)
Biography of the Puerto Rico's first elected governor who has
achieved many social and economic reforms for the Commonwealth.

Tuck, Jay Nelson. HEROES OF PUERTO RICO. Fleet, 1968. \$5.00 Teachers'
Manual, \$.75
A history of the great men of Puerto Rico, their achievements,
their devotion to the cause of liberty and their contributions to the
culture of their island country. Includes writers, teachers, physicians,
and politicians from the 18th century to the present day.

ART, DRAMA, LITERATURE, MUSIC

Forsee, Aylese. PABLO CASALS. Crowell, 1965. \$4.50
Biography of the famous cellist and conductor whose decision
to live in Puerto Rico, his mother's birthplace, led to the estab-
lishment of the Casals Festival and increased interest in the
musical life of the island.

Laurents, Arthur. WEST SIDE STORY. Random, 1958. \$3.95.
A poignant musical play depicting the feud between two New
York teenage gangs.

Kaiden, Nina et al. (eds.) PUERTO RICO: THE NEW LIFE. (Spanish and
English) Corinthian, 1966. \$5.00.

GUIDES AND BIBLIOGRAPHIES

Board of Education City of New York. PUERTO RICAN PROFILES. Board of Education of City of N.Y., Publications Sales Office, 110 Livingston St. Brooklyn, N.Y. 11201 1964 \$1.00

A resource unit which provides historical background and studies of various aspects of Puerto Rican culture and the problems encountered in the acculturation process.

Cordasco, Francesco and Eugene Bucchioni. PUERTO RICAN CHILDREN IN MAINLAND SCHOOLS: A SOURCE BOOK FOR TEACHERS. Scarecrow, 1968. \$10.00

First basic collection of readings concerning the experience of the first Puerto Rican child in North American schools. It provides a wide selection of material of significance for teachers and other professionals who work with Puerto Rican children and adolescents.

PUERTO RICO. New York Public Library, 1963.

A collection of books on Puerto Rico including Spanish and English titles. Categories include literature, theater arts, history and fiction.

Ponce, Carlos and Lafayette Powell. TEACHING MIGRANT CHILDREN - THE PROBLEM AND AN APPROACH. Kutztown State College, Kutztown, Pa. 1968. Single copies free.

A survey of the multi-faceted background of the migrant child with emphasis on positive factors which might be employed effectively in teaching and suggested learning activities for those teachers lacking special preparation. Developed from an Institute for Teachers of Migrant Children held in 1968, Kutztown State College. Selected bibliography.

AUDIOVISUAL MATERIALS

FOLK SONGS AND DANCES FROM PUERTO RICO. Folkways/Scholastic Records, 906 Sylvan Ave., Englewood Cliffs, N.J. 07632 \$5.95 P-J

Dr. William S. Marlesn taped these songs and dances in Puerto Rican streets, hills, and homes.

PUERTO RICO AND THE PUERTO RICANS. color. Motivation Films, 420 E. 51st St. N.Y. N.Y. 10022 Sale price. \$28.00 J-S

Tells how the Puerto Rican brings his culture to the big cities on the mainland.

BOOKS
AND MATERIALS
IN ENGLISH
ON
PUERTO RICO
AND THE
PUERTO RICANS



First Edition

NOTICIERO
BILINGUAL

NEWS
BILINGÜE

NEWSLETTER OF THE
PHILADELPHIA BILINGUAL PROGRAMS

Published by
The Office of Foreign Languages
Instructional Services
School District of Philadelphia

SUPPLEMENT

APRIL 1971

The following sources were used in compiling this bibliography:

"Puerto Rico Today," "Puerto Rico and the Puerto Ricans," "Puerto Ricans in the Urban Society of Continental U.S.A." Bibliographies prepared for the Puerto Rican Seminars, Office of Foreign Languages, School District of Philadelphia, Instructional Services, Spring 1968.

"The Puerto Rican Americans" in American Diversity. A Bibliography of Resources on Racial and Ethnic Minorities for Pennsylvania Schools, Harrisburg, Penna: Dept. of Education, 1969. (pp. 123-133)

Current unlisted titles for Elementary School Libraries, Lists Nos. 54, 55, 56. Office of Libraries, School District of Philadelphia, Oct., March 1970; March 1971.

Children's Catalog Eleventh Edition, New York: The H.W. Wilson Company, 1966. Supplement.

The Elementary School Library Collection A Guide to Books and other Media, Newark, N.J: The Bro-Dart Foundation 1970. Fifth Edition and Supplement.

Junior High School Library Catalog Second Edition, New York: The H.W. Wilson Company, 1970.

Senior High School Library Catalog Ninth Edition 1967. New York: The H.W. Wilson Company, 1967.

The books and materials are listed tentatively pending further evaluation and review by teachers, students, and librarians. The books are grouped by grade level. Many of them are suitable for several levels.

ELEMENTARY K-4 (NOTE: Many books in this section are suitable for the intermediate level.)

Non-fiction

Brenner, Barbara. BARTO TAKES THE SUBWAY. New York: Alfred A. Knopf, 1961.

Simple, clear text and good photographs realistically describe Barto's first trip on the subway.

Nelson, Natalie. DISCOVERING PUERTO RICO. New York: New Dimensions, 1970.

Good introduction to Puerto Rico with black and white photographs.

Tor, Regina. GETTING TO KNOW PUERTO RICO. New York: Coward-McCann, 1967.

An invaluable resource book on Puerto Rican culture (songs, games, food, government, geography, etc.) for the elementary school.

Fiction

Alegria, Ricardo E. THE THREE WISHES. New York: Harcourt, 1969.

These folktales reflect the culture not only of Puerto Rico, their source, but the entire Caribbean area. The blending of African, Oriental, and Indian ideas and customs are beautifully demonstrated. Children will enjoy these tales of witchery, magic and fancy.

Belpre, Pura. JUAN BOBO AND THE QUEEN'S NECKLACE. New York: Warne, 1962.

In this old Puerto Rican folk tale, simple, innocent, young Juan is a hero whose luck and ingenuity accomplish the seemingly impossible.

Belpre, Pura. OTE. New York: Pantheon Books, 1969.

Puerto Rican folktale with pictures.

Belpre, Pura. PEREZ AND MARTINA. New York: Warne, 1966.

An old Puerto Rican folktale printed for the first time in English. Tells of the affection between Martina, a lovely cockroach, and Perez, a handsome mouse. The tale has a tragic ending with Perez's untimely demise in a kettle of boiling food.

Binzen, Bill. CARMEN. New York: Coward, 1969.

A picture story telling how a Puerto Rican girl makes a friend. Simple, direct and pleasant. Illustrated with photographs.

Bouchard, L. K. THE BOY WHO WOULDN'T TALK. New York: Doubleday, 1969.

Carlos, a Puerto Rican boy, living in New York becomes so homesick that he refuses to talk until he meets Ricky a blind boy.

Burchard, Peter. CHITO. New York:
Coward-McCann, 1969.

Chito, who has just come from
San Juan to live in Spanish-
Harlem, is unhappy and frightened
until makes friends with Juan.

Felt, Sue. ROSA-TOO-LITTLE.
Garden City, N.J.: Doubleday,
1965.

An entertaining story with
fascinating illustrations
of a little girl of Puerto
Rican parentage who lives in New
York City and desires to take
part in the activities of her
older brother and sister.

Keals, E.J. MY DOG IS LOST.
New York: Crowell, 1960.

Juanito who has just come to
New York loses his beloved dog.
He finds help from many differ-
ent places in the city.

Serfozo, Mary. WELCOME, ROBERTO/
BIENVENIDO, ROBERTO. Chicago:
Follett, 1969.

A picture book of Roberto's
happy day at school with Spanish
captions. A must in Spanish-
speaking areas; useful in any
elementary school teaching Spanish.

Thomas, Dawn C. MIRA! MIRA!
Philadelphia: Lippincott, 1970.

Ramon and his mother fly from
Puerto Rico to visit relatives
in New York City. He rides an
elevator, and experiences his
first snowfall. A pleasant
easy-to-read story. Puerto
Rican children can relate to
this book.

Lewiton, Mira. THAT BAD CARLOS.
NEW YORK: Harper, 1964.

Carlos Miraflores is a cheerful
ten-year old boy newly arrived
from Puerto Rico. He delivers
groceries and finds himself in
trouble because he does not
understand why it is wrong to
"borrow" a carriage or bicycle.
A sympathetic teacher helps Carlos
adjust to New Yorkers' ideas of
good and bad.

INTERMEDIATE 5-8

Non-Fiction

Alegria, Richardo E. HISTORY OF THE INDIANS OF PUERTO RICO. San Juan: Colección de Estudios Puertorriqueños I.

Good description of Indians found in Puerto Rico prior to Columbus' arrival, their government, religion, and social customs. Interesting illustrations.

Colorado, Antonio J. THE FIRST BOOK OF PUERTO RICO. New York: Franklin Watts Inc. 1965.

Good factual overview of Puerto Rico today with historical references. Includes many words in Spanish with English pronunciation that describe Puerto Rican life and culture.

Kurtis, Arlene Harris. PUERTO RICANS FROM ISLAND TO MAINLAND. New York: Julian Messner, 1969.

A well illustrated brief history of Puerto Rico with special emphasis on Puerto Rican life in mainland cities. Includes chapter on famous Puerto Ricans, pronunciation guide, and glossary.

Manning, Jack. YOUNG PUERTO RICO, CHILDREN OF PUERTO RICO AT WORK AND AT PLAY. New York: Dodd, Mead & Company, 1962.

Excellent photographs, simple text.

Nelson, Natalie. PUERTO RICO. New York: New Dimensions Publishing Co., 1970.

Concise introduction to Puerto Rico with large photographs. Also includes historical highlights table and pronunciation guide and vocabulary.

Rambeau, John and Nancy. ISLAND BOY. San Francisco: Field, 1969.

Story of a teenager who moves from Puerto Rico to Harlem. Adolescent problems and interests against background of Puerto Rico and Spanish Harlem. High-interest, low-reading level.

Rollins, Frances. GETTING TO KNOW PUERTO RICO. New York: Coward-McCann, 1967.

An attractively illustrated, readable history of Puerto Rico which ranges from a brief sketch of early conditions to most recent developments in programs for providing better living for the people. Includes two songs, a chronology of history, and bibliography.

Fiction

Christopher, M. BASEBALL FLYHAWK.
New York: Little, Brown, 1963.

Chico, when he moves from Puerto Rico to New York, finally becomes a member of the team and gains a friend.

Colman, Hila. GIRL FROM PUERTO RICO
New York: Morrow, 1961.

A realistic picture of what it means to be a Puerto Rican girl in New York. The hurts are helped a little by the friendship of an American boy and his aunt.

Edell, Celeste. A PRESENT FROM ROSITA. Eau Claire, Wisc.: Hale, 1965.

A charming story of a Puerto Rican girl and her problems in the United States.

Hall, Eleanor. MONCHO AND THE DUKES. New York: Friendship, 1964.

Puerto Rican and Negro gang conflict in New York City's Harlem. Realistic.

Heuman, William. CITY HIGH FIVE.
New York: Dodd, 1964.

This is the story of a Puerto Rican boy whose frustrating and almost futile attempts to make the school basketball team are finally crowned with success.

Hill, Donna. CATCH A BRASS CANARY.
Philadelphia: Lippincott, 1964.

Miguel, a teenage Puerto Rican boy is a page in a public library. He encounters hostility and indifference. Through him we see changes that can occur when people face up to their prejudices.

Lacy, Edward. SLEEP IN THUNDER.
New York: Grosset, 1964.

Puerto Rican conflict with police and resolution of murder mystery through P.A.L.

Lewiton, Mina. CANDITA'S CHOICE.
Eau Claire, Wisc.: Hale, 1959.

The story of a girl who moves from Puerto Rico to New York City. After adjusting to the unfamiliar environment, she finds she likes New York and decides to stay.

Lexau, Joan M. JOSE'S CHRISTMAS SECRET. New York: The Dial Press, 1963.

Jose confronts very real problems and assumes new responsibilities before he achieves his goal of a Christmas present for his mother.

McFadden, Dorothy. GROWING UP IN PUERTO RICO. Morristown, N.J.: Silver, 1960.

Ten stories about Puerto Rico told from a child's viewpoint.

Pienn, Doris. THE GREEN SONG.
New York: McKay, 1954.

A Puerto Rican tale about the coquis, or tree frogs, who live on the island, doing the Green Work and singing the Green song every evening. Pepe Coqui was the best singer. He decides to see other places. A gentle satire on the modern world.

Schloat, G. Warren, Jr. MARIA AND RAMON:
A GIRL AND BOY OF PUERTO RICO.
New York: Knopf, 1966.

Excellent photographs and brief text describe the daily activities of Ramon Perez and Maria Alvarez, two children who live in a small Puerto Rican town.

Sonneborn, Ruth A. FRIDAY NIGHT IS PAPA NIGHT. New York: Viking, 1970.

Family congeniality and affection are the themes in this story of a poor Puerto Rican family looking forward to the only night their papa is home.

Thaler, Susan. ROSARIA. New York: McKay, 1967.

Rosaria, a Puerto Rican girl living in New York, tries to break out of the shell of poverty and indifference in which her family is trapped. This story portrays how easily a member of a "different" group, as Rosaria describes it, can become part of the wrong gang and develop real problems. A small boy helps Rosaria find her way to reality.

SECONDARY

(NOTE: Most of the following titles are also suitable for teacher reference)

Non-Fiction

Brau, Maria M. ISLAND IN THE CROSSROADS. Garden City, N.Y.: Doubleday (Zenith Books), 1968.

A brief, readable history, companion book to THE QUIET REBELS by Philip Sterling and Maria Brau.

Forsee, Aylese. PABLO CASALS. New York: Crowell, 1965.

Biography of the famous cellist and conductor whose decision to live in Puerto Rico, his mother's birthplace, led to the establishment of the Casals Festival and increased interest in the musical life of the island.

Gruber, Ruth. PUERTO RICO: ISLAND OF PROMISE. New York: Hill and Wang, 1960.

Lively report on Puerto Rico's cultural social, and economic growth since "Operation Bootstrap" in the 1940's.

Kaiden, Nina, Editor. PUERTO RICO: LA NUEVA VIDA - THE NEW LIFE. New York: Renaissance Editions, 1966.

An excellent brief survey of Puerto Rican painting and literature in the twentieth century. In English and Spanish.

Page, Homer. PUERTO RICO: THE QUIET REVOLUTION. New York: Viking Press, 1964.

Well-written, informative account of the cultural and socio-economic evolution of Puerto Rico during the last 25 years. Excellent black and white photographs.

Schwartz, Marvin W. PUERTO RICO. New York: Grosset & Dunlap.

Exquisite large black and white photographs of the land and its people. (Suitable for all levels.)

Senior, Clarence. OUR CITIZENS FROM THE CARIBBEAN. New York: McGraw-Hill, 1968.

A brief but thorough portrayal of the Puerto Rican story from Spanish Colonialism to modern social engineering. The U.S. migration. A contrast chapter on Cuba is included.

Senior, Clarence. THE PUERTO RICANS: STRANGERS--THEN NEIGHBORS. Foreword by Hubert H. Humphrey. Chicago: Quadrangle Books, 1965.

"This book dispels, with facts, many myths about Puerto Ricans, and as it is widely read it cannot help but facilitate a solution of the problems these people face when coming to the United States." (Foreword)

Sterling and Brau. THE QUIET REBELS. Garden City, N. Y.: Doubleday, 1968.

The lives of four Puerto Rican leaders who played important roles in the political life of the Island.

Thomas, Piri. DOWN THESE MEAN STREETS. New York: Knopf, 1967.

Autobiographical account of a Puerto Rican's adolescent experiences in the slums of New York City. The author gives a vivid description of the frustrations, prejudice, and discrimination youth faces in Spanish Harlem.

Tuck, Jay Nelson. HEROES OF PUERTO RICO. New York: Fleet, 1968. Teachers' Manual.

A history of the great men of Puerto Rico, their achievements, their devotion to the cause of liberty and their contributions to the culture of their island country. Includes writers, teachers, physicians, and politicians from the 18th century to the present day. (Also suitable for intermediate level.)

Fiction

Marques, Rene. THE OXCART. New York: Charles Scribner's Sons, 1969.

Translation of popular play about a Puerto Rican families journey from the country to San Juan and a tragic ending in New York.

TEACHER REFERENCE

Non-Fiction

Brameld, Theodore A. THE REMAKING OF A CULTURE: LIFE AND EDUCATION IN PUERTO RICO. New York: Harper, 1959.

A study of the social transition in Puerto Rico during the last 25 years and its impact on education.

Cordasco, Francesco and Eugene Bucchioni. PUERTO RICAN CHILDREN IN MAINLAND SCHOOLS: A SOURCE BOOK FOR TEACHERS. Metuchen, N.J.: Scarecrow, 1968.

First basic collection of readings concerning the experience of the Puerto Rican child in North American schools. It provides a wide selection of material of significance for teachers and other professionals who work with Puerto Rican children and adolescents.

Gladwin, E. CHANGING CARIBBEAN. New York: Collier McMillan, 1970.

Puerto Rican History.

Glazer, Nathan. "The Puerto Ricans, " in BEYOND THE MELTING POT: THE NEGROES, PUERTO RICANS, JEWS, ITALIANS, AND IRISH OF NEW YORK CITY. Cambridge: M.I.T. and Harvard University Press, 1963, pp. 86-136.

An analysis of the Puerto Rican migration to continental United States in terms of the cultural and socio-economic effects upon the migrants.

Wagenhein, K. PUERTO RICO: A PROFILE. New York: Praeger, 1970.

PUERTO RICO Washington, D.C.; Office of the Commonwealth of Puerto Rico, 1969. (Pamphlet)

Fact book on Puerto Rico. Includes statistics, tables, and bibliography.

FILMS AND FILMSTRIPS

MIGUEL: UP FROM PUERTO RICO. New York: Learning Corporation of America. Color. 15 min.

Miguel, born in Puerto Rico, learns the advantages of biculturalism when he loses a dollar, but then works for a fishseller, translating for Spanish-speaking customers. (Film)

PUERTO RICO: ITS PAST, PRESENT AND PROMISE. New York: Encyclopedia Britannica Films. Color. 20 min.

Overview of changes in Puerto Rico over the last 25 years, including the industrialization of "Operation Bootstrap." (Film)

MANUEL FROM PUERTO RICO. New York: Encyclopedia Britannica Films. Color. 14 min.

2 boys invite Manuel to be on their team for a class project on occupations. Manuel's parents do not want him to go with them downtown, but are persuaded by the boys' teacher. Film focuses on language and cultural adjustment occupation changes, getting to know the city, making new friends.

PUERTO RICO AND THE PUERTO RICANS. Fresh Meadows, N. Y.: Urban Media Materials, Inc.

Two sound filmstrips (Spanish and English) include details of everyday life in Puerto Rico and how Puerto Ricans have adapted and contributed to life in large mainland cities.

PUERTO RICO: HISTORY AND CULTURE. Fresh Meadows, N. Y.: Urban Media Materials, Inc.

Two sound filmstrips, survey history from 15th century to the present time giving examples of the wide variety of cultural and artistic talent which has provided Puerto Rico with its rich cultural tradition.

PACO OF PUERTO RICO (Filmstrip) 1969. Look/Listen and Learn. 1969.

Follows Paco of San Juan through the day showing different aspects of life in Puerto Rico. Useful for group or individual study in geography.

BERNARDO. New York: Simon & Schuster, Inc. Color.

A lovable St. Bernard and a Spanish-speaking family. Five color filmstrips, five paperback books and one teacher's manual.

RECORDS

FOLK SONGS AND DANCES FROM PUERTO RICO. Folkways/Scholastic Records,
906 Sylvan Ave., Englewood Cliffs, N. J. 07632.

Dr. William S. Mariens taped these songs and dances in Puerto
Rican streets, hills, and homes.

LATIN AMERICAN CHILDREN'S GAME SONGS.

Asa Records (Folkways) 906 Sylvan Ave.,
Englewood Cliffs, N. J. 07632.

Children singing in the town of Loliza Aldea. Includes Arroz
con Leche and San Sereni.

PEREZ AND MARTINA. Traditional Folktale, Listening Library,
1 Park Avenue, Old Greenwich, Conn. 06870.

Story told by New York librarian storyteller in English
and Spanish.

BOOKS
IN SPANISH
FOR CHILDREN

AN ANNOTATED
BIBLIOGRAPHY K-8



NOTICIERO
BILINGUAL
NEWS
BILINGÜE

NEWSLETTER OF THE
PHILADELPHIA BILINGUAL PROGRAMS

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The Office of Foreign Languages
Instructional Services
School District of Philadelphia

SUPPLEMENT

APRIL 1971

INTRODUCTION

This annotated bibliography has been compiled to provide the Spanish-speaking student with reading materials in his own language. It contains picture and easy-reading books, fiction, and non-fiction in Spanish, covering the age range from kindergarten through 8th grade. The titles are recommended for purchase by school libraries to stimulate extra-curricular reading and provide books in subject areas in support of class-room activities.

Except for a few translations from English into Spanish, the books listed were written in Spanish-speaking countries. The criteria used in the selection of the titles were the same as those applied in evaluating library materials in English: factual accuracy, quality of writing and illustrative material. Concessions have had to be made with regard to the quality of paper and bindings as most of the imported materials need reinforced or library bindings.

Unless otherwise indicated books can be obtained from Bro-Dart, Inc., who among others imports Spanish language materials.* Bro-Dart also provides required bindings and offers cataloging services. The prices given in this bibliography are only approximate as they do not include the additional cost of reinforced binding.

The bibliography is classified into easy-reading and picture books, fiction, and non-fiction; alphabetically by author within the first two groups, and according to subject by Dewey Decimal Classification numbers within the non-fiction category.

The numbers in parentheses show the approximate reading level by grade. The interest range is indicated in the annotation. Titles available in English editions are marked by an asterisk*.

The present bibliography is only a beginning. It will be enlarged and kept up to date by supplements and revised editions.

- *1. Bro-Dart Inc.
1609 Memorial Ave.
Williamsport, Pa. 17701
2. Las Americas Publishing Co.
40-22 23rd. Street
Long Island City, N.Y. 11101
3. Eliseo Torres
P.O. Box 2
Eastchester, N.Y. 10709

EASY-READING AND PICTURE BOOKS

Brunhoff, Jean de. BABAR Y EL PAPA NOEL. Barcelona: Ayma, 1965. 29 p. (Grandes álbumes Babar) \$2.75 (K-2).*

Amusing picture story of Santa Claus' visit to the land of the elephant children. Simple Spanish. The script might cause reading difficulties. Large format.

E

Christmas stories

Elephants - Stories

Ets, Marie Hall. GILBERTO Y EL VIENTO. Traducido por Aurora Labastida. New York: Viking Press, 1967. 32 p. \$3.37 (K-2).*

The picture story of GILBERTO AND THE WIND transmits the feelings of a small boy who plays with the wind. The Spanish version reflects the tenderness of the simple monologue and the subtle illustrations.

E

Winds

François, André. LAS LAGRIMAS DE CROCODRILL. Texto y dibujos de André François. Barcelona: Lumen, 1961. unpag. \$1.50 (K-3).

Do you know what crocodile's tears are? Just read this amusing picture story and you will know all there is to know. Except for one uncommon word the Spanish text is very simple.

E

Crocodiles - Stories

Georgiady, Nicholas P. TULITA LA PATITA. Ilustraciones de Dagmar Wilson. Traducción al español por Ida N. de Hinojosa. Chicago: Follett, 1960. 29 p. \$1.38 (K-2).*

GERTIE THE DUCK is just as sympathetic in Spanish as in the original English version. Simple, lively pictures add to the attractiveness of this easy story. With glossary at the back.

E

Ducks - Stories

Guilfoile, Elizabeth. NADIE LE HACE CASO A ANDRES. Traducción al español por Ida N. de Hinojosa. Ilustraciones de Mary Stevens. Chicago: Follet, 1961. 27 p. \$1.38 (1-3).*

This is the story of Andrés to whom nobody wants to listen. Beginning readers will have no difficulties with the simple, well-translated text. Glossary at the back.

E

Humorous stories

EASY-READING AND PICTURE BOOKS

Dávila, Virgilio. PIFO. Hato Rey P.R. Cordillera, 1968. 29 p. Illustrated. \$2.00. (K-6).

Selection of some of the poems that this Puerto Rican poet wrote for his grandchildren.

E

Children - Poetry

Finlay, Mercedes. PRELUDIOS INFANTILES. San Juan: Cordillera, 1968. 57 p. (1-4)

Poems for reading aloud to children

E

Children - Poetry

Garganté, José and María Jover. YO SOY EL AMARILLO. La Galera, 1968. unpagued. Illustrated. \$1.57 (K-6).

Through the color yellow, children can discover the things around them.

E

Colors

Garganté, José and María Luisa Jover. YO SOY EL ROJO. Barcelona: La Galera, 1968 unpagued. Illustrated. \$1.57 (K-6).

Many things are red in life. Children play to find the color red around them.

E

Colors

Hille-Brandts, L. AVENTURAS DE POLICHINELA. Dibujos de Doris Dumler. Traducción del alemán por M. Pilar García Lillo. Barcelona: Ayma, 1963. unpagued. \$4.00 (2-4)

The adventures of a charming little fellow, the toy Polichinela, translated from German into simple Spanish. Full-page illustrations in deep colors enhance the imaginative quality of this exciting story. Recommended for story telling.

E

Toys - Stories

Janosch. HISTORIA DE VALEK^ EL CABALLO. Barcelona: Lumen, 1968. unpagued. \$2.95 (3-5)

Quiet, enjoyable story of Valek, the gentle horse, and his friendship with a soldier, a gypsy. and a violin. Delicate black and white drawings.

E

Horses - Stories

Jimenez-Landi, Antonio. ABZ...XYZ. Ilustraciones de F. Gofco Aguirre. 6th edition. Madrid: Aguilar, 1967. 30 p. (Colección El globo de colores. Libros para mirar) \$1.50 (K-2).

A cheerful picture book that invites the young reader to accompany the little donkey Pelucho on his way through the alphabet. Very simple text with bright, clear illustrations.

E

Alphabet books

EASY-READING AND PICTURE BOOKS

Jiménez-Landi, Antonio. EL CAMPO. Texto de A.J.M. Ilustraciones de F. Goico Aguirre. 3rd edition. Madrid: Aguilar, 1964. 72 p. (Colección El globo de colores. Libros para mirar) \$2.25 (2-3).

Rural life in Spain through the four seasons is described with delicately-colored, full-page pictures and a brief, simple text.

E

Farm life - Spain - Stories

Country life

Jiménez-Landi, Antonio. EL CIRCO. Ilustraciones de F. Goico Aguirre. 4th edition. Madrid: Aguilar, 1966. unpagged. (Colección El globo de colores). \$4.05 (K-2).

A large-size picture book of warm colors that takes the young one into the mysterious world of the circus with all its glamor and excitement. The artist is a noted illustrator of children's books. The accompanying text is very simple.

E

Circus

Jiménez-Landi, Antonio. LA CIUDAD. Texto de A.J.M. Ilustraciones de F. Goico Aguirre. 4th edition. Madrid: Aguilar, 1967. 67 p. (Colección El globo de colores. Libros para mirar) \$1.75 (2-3).

Mutely-colored pictures and a simple text invite the young reader for a walk through a small Spanish town. He learns about its daily activities, the people and their houses, important public buildings, shops, markets, the train station, the busy traffic, the park and the river. The book introduces the child to the different geometrical shapes of buildings and streets.

E

City Life - Spain

Joslin, Sesyle. LA FIESTA. Illustrated by John Alcor. New York: Harcourt, Brace & World, 1967. unpagged. \$2.51 (1-3).

Four witty stories with surprising endings. The simple color pictures are in harmony with the easy text. There is a glossary at the back.

E

Humorous stories

Jover, María Luisa and José Garganté. YO SOY EL AZUL. Barcelona. La Galera, 1969. unpagged. Illustrated. \$1.57 (K-6).

The color blue and where it can be found. Exercises at the end of the book.

E

Colors

Leaf, Munro. EL CUENTO DE FERDINANDO. Ilustraciones de Robert Lawson. Traducción del inglés por Pura Belpré. New York: Viking Press, 1967. unpagged. \$2.57 (2-4).*

Delightful Spanish version of THE STORY OF FERDINAND. The translator, Pura Belpré, is a noted children's librarian and story teller in the Spanish section of New York City.

E

EASY-READING AND PICTURE BOOKS

Bullfights
Spain

Lenski, Lois. EL AUTO PEQUEÑO. Traducción al español por Sandra Streepey.
New York: Walck, 1968. unpagued. \$2.75 (K-2).*

The Spanish translation of the delightful picture book THE LITTLE AUTO is very simple and easy to understand. Set in large print.

E
Automobiles

Lenski, Lois. PAPA PEQUEÑO- PAPA SMALL. Spanish translation by María Dolores Lado.
New York: Walck, 1961. 48 p. \$2.75 (K-2). Bilingual edition.*

Simple family picture story, well translated, easy to read.

E
Family Life

Lionni, Leo. PULGADA A PULGADA. New York: Astor-Honor, 1960. unpagued. \$3.95 (K-3).*

This artistically-illustrated story of a clever inchworm helps to convey the concept of measurement to the very young. The Spanish translation preserves the simple, rhythmic language of INCH BY INCH.

E
Birds - Stories
Worms - Stories

Myrhoj, Ivar. EL PINQUINO PONDUS. Texto y fotografías de Ivar Myrhoj. Barcelona: Timun Mas, 1966. unpagued. (Colección Niños de todo el mundo) \$4.50 (K-3).

The penguin Pondus is a dignified little fellow who lives in the zoo of Copenhagen. One day he decides to visit the monkeys. Magnificent full-page color photographs show Pondus on his way through the animal park. A simple text in large print accompanies these exquisite pictures which invite young and old to join the walk through the zoo.

E
Penguins - Stories
Zoos

Nieves Falcón, Luis. FABIÁN. Río Piedras, P.R. Edu, 1968. 20 p. Illustrated. \$3.00 (K-3).

A day in the life of a Puerto Rican boy.

E
Children - Puerto Rico

Nieves Falcón, Luis. POEMAS Y COLORES. Río Piedras, P.R.: Edil, 1968. 28 p. Col. Illustrated. \$3.00. (K-6).

Simple poems combined with colorful illustrations will delight the children.

EASY-READING AND PICTURE BOOKS

22 f

E

Colors - Poetry

Potter, Beatrix. PEDRIN, EL CONEJO TRAVIESO. NEW YORK: Warne, 59 p. (K-3).*

Pedrin, this naughty little fellow, is Peter Rabbit in a well-translated Spanish version.

E

Rabbits - Stories

Rey, H. A. JORGE EL CURIOSO - CURIOUS GEORGE. Translated into Spanish by Pedro Villa Fernández. Boston: Houghton Mifflin, 1961. 56 p. \$3.25 (K-2). Bilingual edition.*

The adventures of Curious George are just as lively in Spanish as in English. A picture book for the pre-schooler and an easy story for the beginning reader.

E

Monkeys - Stories

Rosario, Rubén del and Isabel Freire de Matos. ABC DE PUERTO RICO. Sharon, Conn.: Troutman Press, 1968. unpag. Col. illus. \$6.95 (K-3).

The vernacular language of Puerto Rico is presented in imaginative poems.

E

Language - Poetry

Scheidt, Gerda María. EL CUENTO DE LAS DOS LUNAS. Dibujado por Lilo Fromm. Traducción por María Pilar García Lillo. Barcelona: Ayma, 1963. unpag. \$4.25 (K-3).

The story of a small paper moon who ventures through a very special night. Told in simple language and illustrated with very imaginative, bright color pictures. Recommended for story telling and reading aloud.

E

Moon

Seuss, Dr. EL GATO ENSOMBREADO. Traducido por Carlos Rivera. New York, Random House, 1967. unpag. \$2.50 (K-2). Bilingual edition.*

The Spanish translation of the CAT IN THE HAT, though simple and correct, does not retain the rhythm and rhyme of the hilarious and imaginative English version. The illustrations are those of the original.

E

Cats - Poetry

Humorous poetry

Trez, Denise. EL GATO TRAVIESO - THE MISCHIEVOUS CAT. Cleveland: World Publishing, 1967. unpag. \$2.50 (1-3). Bilingual edition.*

One cannot help liking this wicked kitten who plays tricks on all the animals in the neighborhood until the day when something very special happens to him.

EASY-READING AND PICTURE BOOKS

An enjoyable short story in simple Spanish and English with humorous drawings in two colors.

E

Cats - Stories

Trez, Denise. EL PERRITO - THE LITTLE DOG. Cleveland: World Publishing. 1967. unpagged. \$2.50 (1-3). Bilingual edition.*

The hero of this amusing picture story is a clever little dog who outwits his nine big brothers. Told in easy Spanish and English, and illustrated by delightful two color drawings.

E

Dogs - Stories

FICTION

Anónimo, EL LAZARILLO DE TORMES. Barcelona: Instituto de Artes Graficas and AFHA, 1964. 171 pages. Illustrated. (8 up). (Purchase through Las Americas Publishing Co.)

F

Spanish Stories

Carroll, Lewis, ALICIA EN EL PAIS DE LAS MARAVILLAS. Ilustraciones de Lola Anglada. 7th edition. Barcelona: Juventud, 1958. 125 p. \$1.50 (4-7).*

Spanish-speaking young readers will enjoy this translation of ALICE'S ADVENTURES IN WONDERLAND.

F

Fairy Tales

Cervantes Saavedra, Miguel de. PRIMERAS AVENTURAS DE DON QUIJOTE DE LA MANCHA. Al alcance de los niños. Adaptación y prefacio de Miguel Toledano. Ilustraciones de José Correás. 4th edition. Barcelona: Juventud, 1964. 48 p. \$1.50 (4-7).

Easy-to-read adaptation for children of Don Quixote, illustrated with line drawings.

F

Adventure - Stories

Spain

Cervantes Saavedra, Miguel de. SANCHO GOBERNADOR. Adaptación del texto original por José-Miguel Velloso. Ilustraciones de F. Goico Aguirre. Madrid: Aguilar, 1962. 85 p. (Colección El globo de colores. Iniciación literaria) \$3.15 (7-up.)

The amusing adventures and misfortunes of Sancho Panza, attractively adapted from the classic DON QUIJOTE DE LA MANCHA. Humorous color illustrations.

F

Adventure - Stories

Spain - Fiction

Cooper, Lee. MORE FUN WITH SPANISH. Illustrated by Ann Atene. Boston: Little, 1967. 120 p. \$3.95 (3-7).

Although designed as a Spanish reader for English-speaking students, the book's simple, witty stories are quite enjoyable for any child that speaks Spanish.

F

Humorous stories.

FICTION

22 h

Defoe, Daniel. ROBINSON CRUSOE. Adaptación del texto original por A.J.M. Illustraciones de Ricardo Zamorano. Madrid: Aguilar, 1963. 93 p. (Colección El globo de colores) \$3.40 (7-up).*

Very readable adaptation of the English classic; strikingly illustrated.

F

Shipwrecks

Survival

Destuet, Luis. GAUCHOS Y GAUCHITOS. Buenos Aires: Sigmar, 1964. 60 p. \$2.65 (4-7).

Amusing and very idiomatic stories about the life of the gauchos, the cowboys of Argentina.

F

Cowboys

Argentina

Dickens, Charles. CANCION DE NAVIDAD. Versión castellana adaptación de Gabriela de Civity. Ilustrado por Paez Torres. Buenos Aires: Hachette, 1958. 258 p. \$1.50 (7-up).*

Lively translation of A CHRISTMAS CAROL, THE BELLS, and CRICKET ON THE HEARTH. Illustrated with line drawings.

F

Christmas stories

Ghost stories

Great Britain

Feliciano Mendoza, Ester. NANAS. Rio Piedras: Ed. Universitaria, University of Puerto Rico 1970 ____p. Illustrated. \$2.50

Poems for children. Attractive line drawings on pastel colored pages.

F

Children - Poetry

Matute, Ana María. EL SALTAMONTES VERDE. Barcelona: Lumen, 1960. 94 p. Illustrated. \$1.43 (4-6).

Two beautiful stories with a moral by a well known Spanish author.

F

Stories - children

Matute, Ana María. EL POLIZÓN DEL "ULISES". Dibujos de Cesca Jaume. Barcelona: Lumen, 1965. 121 p. (Colección Grandes autores) \$2.95 (7-9).

Juju has just turned eleven years old when something very special happens to him: he meets Polizón, an escaped prisoner. This encounter proves to be advantageous for both. Pensive young readers, boys and girls, will be captivated by Juju's anxiety, worries, doubts, and moments of great happiness.

F

Escapes

Human relations

FICTION

Prieto, Mariana. THE WISE ROOSTER - EL GALLO SABIO. Illustrations by Lee Smith, New York: Day, 1962. unpag. \$2.86 (3-5). Bilingual edition.*

A Christmas legend from Latin America telling in English and Spanish about the night when the animals spoke. Softly-colored full-page pictures reflect the spirit of this gentle tale. Recommended for story telling. With glossary at the back.

F

Christmas stories

Animals-stories

Ramirez, Pablo. MANUELITO, EL NIÑO NAVAJO. Texto e ilustraciones de P. Ramirez. Barcelona: Juventud, 1963. 19 p. \$1.50 (3-5).

The tender story of a small Navaho boy who leaves his Indian settlement to follow a wild, beautiful horse. The Spanish gives a poetic touch to the simple narrative. Richly colored, simple illustrations.

F

Indians of North America (Navahos)

Salvador, Tomás. DENTRO DE MUCHO TIEMPO. Ilustraciones de Minarro. Barcelona: Lumen, 1961. 105 p. (Grandes autores para niños) \$2.95 (5-up).

The intriguing element in these three science fiction short stories is not so much the quite plausible conquest of space by man and the resulting cosmopolitical complications but the integrity and sincere humanity of young people in the 30th, 40th and 50th centuries who stand up against hate and alienation among mankind wherever located. The author is a noted children's book writer in Spain.

Schulz, Charles M. ADELANTE, CHARLIE BROWN. New York. Holt, Rinehart and Winston 1969 unpag. Illustrated. \$1.50 (4-6)

Spanish translation of "YOU CAN DO IT, CHARLIE BROWN".

F

Motivation - Stories

Schulz, Charles M. FELICIDAD ES UN PERRITO CALIENTITO. Título original: HAPPINESS IS A WARM PUPPY. Traducción: Lilissa Sierra. Mexico, D.F.: Diana, 1964. unpag. \$2.50 (3-up).

Young and old of Spanish tongue will join the English-speaking fans of Peanuts. A good translation of these popular cartoons.

F

Dogs - Stories

Schulz, Charles M. SNOOPY, VUELVE A CASA. New York: Holt, Rinehart and Winston 1969. unpag. Illustrated \$1.50 (4-6).

Spanish translation of "SNOOPY COME HOME".

F

Dog - stories

FICTION

Travers, P.L. MARY POPPINS. Traducción del inglés de M. Manent. Ilustraciones de Mary Shepard. 5th edition. Barcelona: Juventud, 1943. 158 p. \$1.50 (4-7)

F

Fairy Tales
Humorous stories

Travers, P.L. MARY POPPINS EN EL PARQUE. Traducción de M. Dolores Raich Ullan. 2nd edition. Barcelona: Juventud, 1966. 175 p. \$2.00 (4-7).*

F

Fairy Tales
Humorous stories

Travers, P.L. MARY POPPINS ABRE LA PUERTA. Traducción de M. Dolores Raich Ullan. 2nd edition. Barcelona, Juventud, 1966 176 p. \$2.00 (4-7).*

The appearance of Mary Poppins in Spanish will win this amazing nursemaid new followers.

F

Fairy tales
Humorous stories

NON-FICTION

Jiménez-Landi, Antonio. LA FAMILIA. Ilustraciones de F. Goico Aguirre. 2nd edition. Madrid: Aguilar, 1966. 72 p. (Colección El globo de colores. Libros para mirar) \$2.25 (3-5).

A picture book that explains in simple terms basic family relationships and shows how to present them graphically by drawing a family tree.

173

Family Life

Jiménez-Landi, Antonio. LOS VEHICULOS. Texto de A.J.M. Ilustraciones de Rafael Mino. 3rd edition. Madrid: Aguilar, 1967. 64 p. (Colección El globo de colores. Libros para mirar) \$2.25 (4-7).

Delightfully illustrated brief history of transportation from earliest times to the era of space travel; written in a very simple style.

380

Transportation - History

Legerlöf, Selma. NOCHEBUENA. EL PANO DE LA VERONICA. Ilustraciones de Minarro. Barcelona: Lumen, 1960. 109 p. (Grandes autores para niños) \$2.95 (7-up).

Two stories about Jesus told in very poetic language.

394c

Christmas stories
Jesus Christ

NON-FICTION

Joglin, Sesyle. ¿QUE SE DICE, NIÑO? GULA DE ETIQUETA PARA SENORITAS PEQUEÑAS Y SENORITOS PEQUEÑOS QUE DESEAN CONOCER LOS BUENOS MODALES DE TODOS LOS DIAS. Con dibujos de Maurice Sendak. New York: Young Scott, 1966. unpagued. \$2.95 (2-4).*

Good behaviour is not hard to learn if it is presented as invitingly as in these small well-translated nonsense stories and Sendak's delightful, very expressive illustrations. With glossary at the back.

395

Etiquette

Alegria, Ricardo. CUENTOS FOLKLORICOS DE PUERTO RICO. San Juan P.R.: Colección de Estudios Puertorriqueños, 1969. 120 p. Illustrated. \$2.50 (4-10).

A representative collection of traditional Puerto Rican folk tales.

398

Folklore - Puerto Rico

Anderson, Hans, Christian. CUENTOS. Ilustrados por Arthur Rackham. Traducción de Alfonso Nadal. 8th edition. Barcelona: Juventud, 1968. 239 p. \$3.75 (4-7).*

A collection of 23 popular tales well-translated and illustrated with fine reproductions of Rackham's drawings in color and black and white.

398

Fairy tales

Belpre, Pura. PEREZ Y MARTINA. UN CUENTO FOLKLORICO PUERTORRIQUEÑO. Ilustrado por Carlos Sánchez. Traducción al español de la versión inglés. New York: Warne, 1966. unpagued. \$2.95 (2-4).*

Lively folktale from Puerto Rico recorded by a noted story teller who was born on the island where the tragic fate of the gallant rat Pérez and his wife, the distinguished cockroach María, has been related for many generations. Bright, full page color illustrations depict the special flavor of this charming story. Recommended for story telling.

398

Folklore - Puerto Rico

Casona, Alejandro. FLOR DE LEYENDAS. Ilustraciones de F. Goico Aguirre. Madrid: Aguilar, 1967. 85 p. (Colección El globo de colores. Mitos y leyendas) \$4.25 (7-up).

Twelve well-known legends selected from European and Oriental literature. Large size book with attractive color illustrations.

398

Legends

Cooney, Barbara. MOTHER GOOSE IN SPANISH - POESIAS DE LA MADRE OCA. Translations by Alastair Reid and Anthony Kerrigan. New York, Crowell, 1968. unpagued. \$3.95 (3-5).

A fine picture book of distinctively Spanish flavor that will delight not only the very young. The rhymes, however, are translated into a rather sophisticated language; some of the words are typical Spanish expressions which might be unfamiliar to a Puerto Rican child.

398

Nursery rhymes

Frasconi, Antonio. THE SNOW AND THE SUN - LA NIEVE Y EL SOL. A SOUTH AMERICAN FOLK-RHYME IN TWO LANGUAGES. Woodcuts. New York: Harcourt, Brace & World, 1961 unpagged. \$3.00 (3-up). Bilingual edition.*

Woodcuts in powerful colors interpret a folk rhyme from Argentina about the circle of interplay in nature: how snow, sun, clouds, winds, animals and human beings affect each other. The English version preserves the earthy flavor of the Spanish original. The simple cumulative rhyme lends itself to reading aloud.

398

Folklore - Latin America

Harter, Helen. GOLDBLOCKS Y LOS TRES OSOS... Y OTROS CUENTOS. Retold in Spanish and illustrated by Helen Harter. Dallas: Banks pshaw, 1955. 127 p.

Three popular tales retold in easy Spanish, set in large print and illustrated with amusing pictures. Recommended for story telling.

398

Folklore

Animals - Stories

Iriarte, Tomás de. FABULAS. Ilustraciones de Raul Valencia. Buenos Aires: Sopena, 1952. 120 p. \$1.50 (7-up).

Eloquent, terse allegories of human frailties. Though written in the 18th century, they are still valid.

398

Fables - Spain

Jiménez-Landi, Antonio. LEYENDAS DE ESPAÑA. Ilustraciones de Ricardo Zanorano. 2nd edition. Madrid: Aguilar, 1967. 77 p. (Colección El globo de colores. Mitos y leyendas) \$4.95 (7-up).

Pre-Christian times and medieval days come alive in this collection of legends from the various regions of Spain. Beautifully presented with full-page color illustrations. Large format.

398

Legends - Spain

La Fontaine, Jean de. FABULAS. Traducción de Teodoro Llorente. Ilustraciones de Romain Simon. Buenos Aires: Kapelusz, 1965. 190 p. \$1.50 (7-up).

Attractive collection of 59 fables, well translated and illustrated.

398
Fables

Latham, Jean Lee. JACK, EL MATADOR DE GIGANTES - JACK THE GIANT-KILLER. Translated from Jean Lee Latham's English text by Elsie Koesy de García Carratala. Illustrated by Pablo Ramírez. Indianapolis: Bobbs-Merrill, 1961. unpagged. \$2.50 (3-5).*

Good translation of the classical tale.

398
Giants
Fairy tales

Latham, Jean Lee. EL SASTRECILLO VALIENTE Y DOS OTROS CUENTOS. Translated from Jean Lee Latham's English text by Elsie Koesy de García Carratala. Illustrations by Pablo Ramírez and José Correas. Indianapolis: Bobbs-Merrill, 1962. unpagged \$2.95 (3-5).*

Appealing translations of classical fairy tales. Recommended for story telling.

398
Fairy tales

EL LIBRO DE LAS FABULAS. RECOPIACION DE LAS MAS FAMOSAS FABULAS DE SAMANIEGO, LA FONTAINE, IRIARTE, HARTZEMBUSCH. Ilustraciones de Llaverias. 3rd edition. Barcelona: Juventud, 1958. 75 p. \$1.50 (4-9).

33 well-known fables, set in large print and illustrated in black and white.

398
Fables

Morales, Rafael. LEYENDAS DE AL-ANDALUS. Ilustraciones de Alvaro Delgado. Madrid: Aguilar, 1960. unpagged. (Colección El globo de colores. Mitos y leyendas) \$3.00 (7-up).

The time of the Moorish conquest of Spain is brought to life in this large-size volume. Striking color illustrations.

398
Legends - Spain

Morales, Rafael. LEYENDAS DEL CARIBE. Ilustraciones de José Francisco Aguirre. 2nd edition. Madrid: Aguilar, 1967. 104 p. (Colección El globo de colores. Mitos y leyendas) \$3.90 (7-up).

Legends from the Caribbean area: Guatemala, Colombia, Puerto Rico, Honduras, Santo Domingo, Cuba, Panama, Costa Rica, Mexico, and Venezuela. Time of origin: the pre-Columbian era and the following days of discovery and conquest. Very attractively illustrated in bright, clear colors. Large format.

398
Legends - Caribbean Islands

NON-FICTION

Morales, Rafael. LEYENDAS DEL RIO DE LA PLATA. Ilustraciones de J.A. Sánchez Prieto y Antonio Cuni. 2nd edition. Madrid: Aguilar, 1958. 88 p. (Colección El globo de colores. Mitos y leyendas) \$3.90 (7-up).

13 nature myths and legends from South American Indian tribes of the Rio de la Plata region, dating back to pre-Columbian times. Large-size book with attractive color illustrations.

398

Legends - Argentina

Morales, Rafael. LEYENDAS MEXICANAS. Ilustraciones de J.A. Sánchez Prieto y Antonio Cuni. 2nd edition. Madrid: Aguilar, 1964. 85 p. (Colección El globo de colores. Mitos y leyendas) \$3.90 (7-up).

Mexican Indian legends from before and after the Spanish conquest, very attractively presented in a large format with striking full-page color illustrations.

398

Legends - Mexico

Pastor, Angeles. CAMPANILLITAS FOLKLORICAS. DECIRES Y CANTARES DE LOS NIÑOS EN PUERTO RICO. Recopilados y estilizados por Angeles Pastor. Ilustraciones por Jack Boyd. River Forest, Ill.: Laidlaw, 1960. 128 p. (Puertas de la luz. Una serie de libros de lectura para los tres primeros grados) \$2.00 (1-3).

A welcome anthology of lullabies, singing games, riddles, and children's poems from the island of Puerto Rico. In simple Spanish. The illustrations, unfortunately, are somewhat clumsy.

398

Nursery rhymes

Folk songs - Puerto Rico

Pastor, Angeles. ESTA ERA UNA VEZ BAJO LAS PALMERAS. Ilustraciones por Jack Boyd. River Forest, Ill.: Laidlaw, 1962. 127 p. (Puertas de la luz. Una serie de libros de lectura para los tres primeros grados) \$2.00 (2-4).

A collection of four simple, wholesome folktales from PUERTO RICO, among them the story of LA CUCARACHA MARTINA Y EL RATONCITO PEREZ which in its gay spirit differs greatly from the version given by Pura Belpré. Easy, rhythmical Spanish. Recommended for reading aloud and story telling.

398

Folklore - Puerto Rico

Pastor, Angeles. ESTA ERA UNA VEZ BAJO LOS YAGRUMOS. Ilustraciones por Jack Boyd. River Forest, Ill.: Laidlaw, 1959. 159 p. (Puertas de la luz. Una serie de libros de lectura para los tres primeros grados) \$2.00 (3-5).

Six cheerful airy tales from Puerto Rico in simple Spanish. Recommended for story telling.

398

Folklore- Puerto Rico

NON-FICTION

Pedret, Soler. EL ZURON MARAVILLOSO. Barcelona: Molino, 1962. \$1.75 (3-5).

The magic bag - a fairy tale from the Middle East; there is richness in the verbal expression, beauty and timeless value in the simple concept of honesty and empathy. Appealing illustrations in strong, warm colors.

398

Folklore - Near East

Fairy tales

Perrault, Charles. CUENTOS. Buenos Aires: Hachette, 1958. 173 p. \$1.50 (4-6).

This collection of Perrault's fairy tales contains: Ricky of the Tuft, Little Red Riding Hood, The Fairies, Blue Beard, The Sleeping Beauty in the Woods, Puss in Boots, Cinderella, Little Tom Thumb, Donkey Skin, Patient Griselda. Recommended for story telling.

398

Fairy tales

Perrault, Charles. EL GATO CON BOTAS - PUSS IN BOOTS. Translated from Jean Lee Latham's English text by Elsie Koesy de Garcia Carratala. Illustrated by Pablo Ramirez. Indianapolis: Bobbs-Merrill, 1962. unpagged. \$2.50 (3-5).*

398

Cats- Stories

Fairy Tales

PULGARCITO. Bilbao: Fher, 1967. unpagged. \$2.61 (1-3).

A picture book edition of the classical fairy tale TOM THUMB, told in simple language and set in large print. Recommended for story telling and reading aloud.

398

Fairy tales

Ramírez, Pablo. LA MANGOSTA. CUENTO POPULAR HINDU. Adaptación de Pablo Ramírez. Ilustraciones de José Correas. Barcelona: Cervantes, 1965. unpagged. (Cuentos de lejanos países) \$1.00 (3-5)

Graceful Indian folktale of a mongoose who saves the life of a child by killing an attacking poisonous snake. There is a lyrical touch in the simple Spanish. With pleasant full-page color illustrations.

398

Folklore - India

Mongoose - Stories

Sánchez, Rafael Jijena. HILO DE ORO, HILO DE PLATA. Selección hecha por Rafael Jijena Sánchez. De letras y cantores infantiles recogidos de la tradición popular hispanoamericana. Buenos Aires: Ediciones Buenos Aires, 1950. 184 p. \$1.50 (3-c).

Charming collection of nursery songs, folk-rhymes, and traditional poems popular among Latin American children. Recommended for reading aloud to the very young.

398

Nursery rhymes

Folk songs - Latin America

Troutman Plenn, Doris. EL ARBOL DE LA VIOLETA. Versión al castellano de Antonio J. Colorado. Ilustraciones de Johannes Troyer. Sharon, Conn.; Troutman 1964. 128 p. \$3.25 (7-up).*

Tico, the humble fighting cock leads his animal friends on an adventurous trip across the island of Puerto Rico in search of a peaceful, quiet place. The story is told in simple, poetic language. Very fine illustrations.

398

Animals - Stories

Folklore - Puerto Rico

Troutman Plenn, Doris. LA CANCION VERDE. Versión al castellano de Antonio J. Colorado. Ilustraciones de Paul Galdone. Sharon, Conn.; Troutman, 1956. 102 p. \$2.75 (7-up).*

Delightful tale of Pepe a small tree-frog who leaves his island Puerto Rico to visit New York and discover for himself what the world is like away from home. The language has a poetic quality. The subtle black and white illustrations reflect the spirit of the story.

398

Animals - Stories

Folklore - Puerto Rico

Velloso, José-Miguel. LOS CABALLEROS DE LA TABLA REDONDA. Ilustraciones de Manuel Ortiz Valiente. Madrid: Aguilar, 1956. unpag. (Colección El globo de colores. Mitos y leyendas) \$3.95 (7-up).

This Spanish version of King Arthur and his knights recalls the adventures of Merling, Lancelot, Borhor, Percival and Galahad. Vivid full-page color illustrations add to the attractiveness of this large size book.

398

Arthur, King

Villa, Josefina Amalia. LEYENDAS CHINAS. Ilustraciones de José Luis Pradera. Madrid: Aguilar, 1960. 36p. (Colección El globo de colores. Mitos y leyendas) \$3.95 (7-up).

The legends presented in this volume show China during different historical epochs, beginning with the time around 2250 before Christ. Large-size book, beautifully illustrated in soft colors.

398

Legends - China

NON-FICTION

Jiménez-Landi, Antonio. EL CIELO. Ilustraciones de F. Goico Aguirre. 2nd edition. Madrid: 1963. 72 p. (Colección, El globo de colores. Libros para mirar) \$2.60 (3-6)

Simple introduction to astronomy explaining concepts such as space, time, day and night, the seasons, the earth's rotation and sun and moon eclipses in factual, easy language. With many helpful color illustrations.

520

Astronomy

Jiménez-Landi, Antonio. LAS HORAS DEL DIA. Ilustraciones de J.L. Pradera. 5th edition. Madrid: Aguilar, 1967. unpagged. (Colección El globo de colores. Libros para mirar) \$1.50 (2-4).

A picture book with simple text that introduces the child to the concept of time and the daily cycle of morning, midday, afternoon, evening, and night.

529

Time

CONOCE LOS HABITANTES DEL MAR. Bilbao: Fher, 1966 47 p. \$2.37 (4-7).

Introductory book on marine plants and animals, from microscopic to the largest specimens. The final chapter describes briefly deep sea diving and hunting. Full-page color illustrations. No table of contents or index.

551.4

Marine biology
Ocean

Clark, Mary Lou. LA VERDAD SOBRE LOS DINOSAURIOS. Ilustraciones de Ch. Maltman. Medellín: Albon, 1963. 47 p. \$1.95 (3-4) *

The lack of chronological order makes the presentation of dinosaurs and the animals preceding and succeeding them somewhat confusing. Otherwise, the text is simple and concise, the translation acceptable.

568

Dinosaurs
Fossils

Disney, Walt. COLECCIÓN LA NATURALEZA Y SUS MARAVILLAS. Valencia: Gaisa, 1969 12 books, col. illus. \$1.00 ea. (4-up).

Fascinating stories with excellent color photographs of animals in their natural setting. (Purchase through Las Americas Publishing Co.)

590

Science stories
The series includes:

MAMA LEONA
 LAS DESVENTURAS DE UN LINCE
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 LA ARDILLA Y LA TORTUGA
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 MEMORIAS DE UN PEQUEÑO LOBO
 EN LA TIERRA DEL TUMA
 NELO EL PEREZOSO
 LA LLANADA DEL GRAN NORTE
 A ORILLAS DEL AMAZONAS
 ALARMA EN EL HORMIGUERO

CONOCE LAS AVES. Bilbao: Fher, 1967. 47 p. \$2.12 (4-7).

Birds representative of the different climatic and geographical regions of the world are briefly described in their food habits and patterns of living. Full-page color illustrations.

598.2
 Birds

Dorst, Jean. EL MUNDO DE LAS AVES. Ilustrado por Pierre Probst. Traducción de Montserrat Andrev y R.S. Torroella. Barcelona, Timun Mas, 1965. 93 p. (Enciclopedia en colores) \$1.75 (7-up).

An introduction to the birds of the world. The 5 chapters cover: dwelling places such as cities, gardens, fields, woods, waterways, and ocean shores, and geographical distribution by continents; food habits; mating and nesting habits; migration; domesticated and vanished birds. The exquisite clear color illustrations deserve special mention.

598.2
 Birds

CONOCE LOS MAMIFEROS. Bilbao: Fher, 1967. unpag. \$2.12 (4-7).

Brief introduction into the world of mammals describing habits and living patterns of species from different climatic and geographical environments. Full-page color illustrations. Index and table of contents are lacking.

599
 Mammals

Tulla, X. MAQUINAS. Texto y dibujos de X. Tulla. Barcelona: Vilamala, 1959. 24p. \$0.80 (4-6).

The development of man and his tools is traced in very simplified, general terms from the stone age to the era of atomic energy.

621
 Tools - History
 Machines - History

NON-FICTION

225

Lenski, Lois. LA GRANJA PEQUEÑA. Traducción al español por Sandra Streepey. New York: Walck, 1968. unpagged. (K-2).*

Delightful farm picture-story, well-translated, set in large print.

C30

Farm Life

Bolinaga, Josefina. SOLO PARA NIÑAS. Ilustraciones de Martha Adams. 2nd edition. Madrid: Aguilar, 1962. 72 p. (Colección El globo de colores. Libros de que-hacer) \$3.00 (7-9).

A pastime book for teenage girls, containing poems, recipes, songs, simple rules of health and hygiene, directions for house care, grooming, and sewing, arranged by seasons. Profusely illustrated. Subject index at the back.

G40

Home Economica

EL TREBOL DE PAPEL. Madrid: Santillana, 1969. 5 vol. Illustrated. (4-10).

Manual arts in different materials. Each volume includes both simple and more complicated objects to build.

745.5

Handicraft

Fortún, Elena. EL BAZAR DE TODAS LAS COSAS. Ilustraciones de J.L. Pradera. 1st edition. Madrid: Aguilar, 1965. 107 p. (Colección El globo de colores) \$3.90 (4-7)

Inviting book of handicrafts with simple directions for making toys, dolls, puppets, masks, flowers, bags, and many other things from readily available materials such as paper, cardboard, straw, nut shells, vegetables, cork, and yarn. With clear, instructive illustrations.

745.5

Handicraft

Gassest, Angles. TITERES CON CABEZA. Mexico D.F.: Aguilar, 1967. 83 p. Illustrated \$3.40 (4-6).

How to prepare a puppet show. Six plays included.

745.5

Handicraft

Sainz-Pardo, Manuel. JUEGA Y CONSTRUYE. 5th edition. Madrid: Santillana, 1963. 109 p. (Enciclopedia de las aficiones) \$2.75 (4-7).

Easy-to-follow, well-illustrated instructions for making toys and other things that require only simple tools and materials such as cardboard, boxes, cork, seeds, nuts, and strings which can be found around the house.

745.5

Handicraft

NON-FICTION

Gil, Bonifacio. CANCIONERO INFANTIL UNIVERSAL. Ilustraciones de Asunción Balzola. Madrid: Aguilar, 1964. 213 p. \$6.05 (4-up).

Beautifully illustrated anthology of 247 children's songs, lullabies, and singing games from 112 countries, arranged geographically by the five continents: Europe, Asia, Africa, America, and Oceania. With music and words in the original version and Spanish translation. The geographical index at the back gives brief explanatory notes for each title. Recommended to teachers as a reference source, to children for enjoyment. Large format.

784

Folk Songs
Singing games

Moncada García, Francisco. ASI JUEGAN LOS NIÑOS. RECOPIACIÓN DE JUEGOS INFANTILES. Viñetas de Jorge Jara Hormigo. 2nd edition. Mexico, D.F.: Avante, 1965. 383 p. \$3.50 (4-7).

Carefully prepared compilation of Mexican nursery rhymes, finger plays, songs, singing games, jump-rope jingles, bouncing rhymes, and other children's games, arranged by age level. Includes date and place of origin for each game. Easy to follow directions, music, diagrams, and pictures. Though primarily a reference tool for the teacher, the book provides a treasure of entertainment for children. There is a subject index at the back.

790

Games

Montserrat Sarto, M. TIEMPO LIBRE. AFICIONES PARA CHICAS. 4th edition. Madrid: Santillana, 1965. 93 p. (Enciclopedia de las aficiones) \$2.48 (7-9).

Attractively presented guidebook that helps teenage girls to discover and develop interest in hobbies, such as collecting stamps, postcards, autographs, music, plays, taking pictures, and handicrafts. Easy-to-follow instructions.

790.2

Hobbies

Berdiales, Germán. FABULAS EN ACCION. PARA LA ESCENA Y PARA EL AULA. Buenos Aires: Kapelusz, 1959. 79 p. \$1.95 (4-12).

An anthology of 29 well-known fables presented as short plays. Language and contents require as actors students of junior and senior high school age whereas the audience could begin with fourth graders.

792

Folklore - Plays
Spanish Plays

NON-FICTION

22 u

Tchaikovsky, Peter Ilych. CASCANUECES - NUTCRACKER Translated from Jean Lee Latham's English text by Elsie Koesy de Garcia Carratala. Illustrated by Jose Cooreas. Indianapolis: Boobs-Merrill, 1961. unpagged. \$2.50 (3-5).*

792.8

Ballet

Christmas Stories

Soler, Carola. EL LIBRO DE LOS JUEGOS. Ilustraciones de M. Jesús Lampreave. Madrid: Aguilar, 1960. unpagged. (Colección El globo de colores) \$3.00 (7-9).

Intriguing collection of riddles and puzzles presented very artistically. Some of the games require a knowledge of European geography and history; others, such as the mathematical problems, merely ask for good thinking; and again there are those puzzles that try your patience and result in a joke. Solutions are found at the back. Lots of fun for the one who likes riddles.

793.7

Puzzles

Riddles

Bravo-Villasante, Carmen. ANTOLOGIA DE LA LITERATURA INFANTIL EN LENGUA ESPAÑOLA. 2nd edition. Madrid: Doncel, 1966. 2 volumes. \$13.50 (7-up).

Very fine anthology of the best in poetry and prose, folktales and tales of chivalry, fables, legends, songs and singing games in the Spanish language for children. The two-volume work is arranged chronologically covering the time from the 13th to the 20th century. Each author and literary form are preceded by a brief introduction. There are author and title indexes and a table of contents at the back of each volume. Artistically illustrated in black and white.

860.8

Childrens Literature - Collections

Spanish Literature - Collections

Bravo-Villasante, Carmen. HISTORIA Y ANTOLOGIA DE LA LITERATURA INFANTIL IBEROAMERICANA. Ilustraciones de Pepi Sanchez. Madrid: Doncel, 1966. 2 volumes. \$18.50 (7-up).

This outstanding anthology and history of Latin American literature for children should have a place in each school where Spanish is spoken. The two-volume work is arranged alphabetically by countries and gives a brief introduction to the children's literature of each country followed by a harvest of the best writing in prose, drama, and poetry. Profusely illustrated with artistic black and white drawings, photographs of authors, excellent color reproductions of original book illustrations. With bibliographies after each chapter, author and title indexes, and a table of contents at the back of each volume. Highly recommended for any library, to be read by young adults and adults, to be read aloud to the younger ones.

860.8

Childrens Literature - Collections

Latin American Literature - Collections

NON-FICTION

22 ✓

Bravo-Villasante, Carmen. HISTORIA DE LA LITERATURA INFANTIL ESPAÑOLA. 2nd edition. Madrid: Doncel, 1963. \$3.75 (7-up).

Excellent history of children's literature in the Spanish language. This work constitutes a companion volume to the ANTOLOGIA DE LA LITERATURA INFANTIL EN LENGUA ESPAÑOLA. Very attractively illustrated with drawings and color reproductions of original book illustrations. Extensive bibliography, author and title indexes, and table of contents at the back.

860.9

Children's Literature - Collections
Spanish Literature - Collections

Ercilla y Zúñiga, Alonso de. LA ARAUCANA. Adaptación del texto original por Maximiano García Venero. Ilustraciones de Julio Castro. Madrid: Aguilar, 1963. 124 p. (Colección El globo de colores. Iniciación literaria) \$3.15 (7-up).

Prose adaptation of the national epic poem of Chile LA ARAUCANA which tells about the Araucanian Indians' fight for freedom against the Spanish conquerors in the 16th century. Unconventional illustrations.

861

Spanish Poetry
Indians of South America (Araucanians) - Poetry

Jiménez, Juan Ramón. POESIA EN PROSA Y VERSO. 1902-1932. Ilustraciones de Rafael Muñoz. Madrid: Aguilar, 1962. 136 p. (Colección El globo de colores. Iniciación literaria) \$3.15 (7-up).

Delightful selection of poetry and prose from the work of a famous Spanish writer, beautifully illustrated in water color.

861

Spanish Poetry

Jiménez-Landi, Antonio. PRIMERA FLOR DEL ROMANCERO. Selección de A.J.M. Ilustraciones de A.J.M. Madrid: Aguilar: 1962. 69 p. (Colección El globo de colores. Iniciación literaria) \$2.50 (10-up).

Selections from the medieval romances of BERNARDO DEL CARPIO AND EL CID. Magnificiently illustrated in color.

861.08

Bernardo Del Carpio
Cid

NON-FICTION

22 w

Resnick, Seymour. SELECTIONS FROM SPANISH POETRY. Illustrated by Anne Marie Jauss. Irvington-on-Hudson, N.Y.: Harvey House, 1962. 96 p \$2.95 (7-up). Bilingual edition.

Anthology of well-known Spanish poems from the 12th to the beginning of the 20th century. Biographical sketches serve as an introduction to the poetry of Spain.

861.00

Spanish Poetry - Collections

Resnick, Seymour. SPANISH-AMERICAN POETRY. A BILINGUAL SELECTION. Illustrated by Anne Marie Jauss. Irvington-on-Hudson, N.Y. Harvey House, 1964. \$2.95 (7-up). Bilingual edition.

A companion volume to SELECTIONS FROM SPANISH POETRY. This exquisite anthology presents Spanish-American poetry from the time of conquest to the 20th century. Biographical sketches serve again as an introduction. Subtle illustrations.

861.00

Latin American Poetry - Collections

Jiménez-Landi, Antonio. LA TIERRA. Texto de A.J.M. Ilustraciones de F. Gofco Aguirre. 4th edition. Madrid: Aguilar, 1967. 72 p. (Colección El globo de colores. Libros para mirar) \$2.60 (3-5).

Elementary introduction to physical geography. The shape of the earth and its surface features: oceans, continents, mountains and valleys, islands, rivers, lakes, deserts and jungles are explained in simple terms. Full-page color illustrations.

910

Geography

Lenski, Lois. VAQUERO PEQUEÑO - SMALL COWBOY Spanish translation by Donald Worchester. New York: Walck, 1960. 46 p. \$2.75 (K-2). Bilingual edition.*

The little cowboy's adventures on the "Bar S" ranch are just as lively and easy to read in Spanish as in the original English version.

917.8

Cowboys

Catallero Calderón, Eduardo. EL ALMIRANTE NIÑO. Ilustraciones de Esplandiu. Madrid: Castilla, 1953. 81 p. (La historia en cuentos) \$1.10 (4-7)

Glimpses into the private world of three great men: Christopher Columbus, Napoleon Bonaparte, and Simon Bolivar.

920

Columbus, Christopher
Napoleon I, Emperor of the French
Bolivar, Simon

NON-FICTION

Clavel, Vicente. CUANDO LOS GRANDES INVENTORES ERAN NIÑOS. Cubierta e ilustraciones de Pablo Ramfres. Barcelona: Cervantes, 1965. 118 p. \$2.25 (7-9).

Brief biographies of Johann Gutenberg, Benjamin Franklin, Joseph Michel de Montgolfier, Alexander Volta, Joseph Nicephore Niepce, George Stephenson, Isaac Peral, Guglielmo Marconi, and Alexander Fleming. The book provides a short history of inventions.

920

Inventors
Inventions

Jiménez-Landi, Antonio. LA VUELTA AL MUNDO DE FRANCIS DRAKE. Ilustraciones de Eduardo Santonja. Madrid: Aguilar, 1965. 77 p. (Colección El globo de colores. Grandes viajes y exploraciones) \$3.15 (7-9).

The Elizabethan era is brought to life in this biographical account of Sir Francis Drake's voyage around the world in command of the vessel "The Golden Hind". Attractive full-page color illustrations.

921

Drake, Sir Francis
Explorers

Sassek, Miroslav. ESTO ES ROMA. Barcelona: Molino, 1966. 60 p. \$3.50 (4-7).*

Charming guide to Rome, capturing in sparkling paintings the different moods and rhythms of Italy's capital, full of bustling life within the boundaries of dignified, ancient sites. The brief, amusing text offers historical and other useful information in simple Spanish.

945.6

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Note: ESTO ES ROMA, ESTO ES CABO KENNEDY available through Bro-Dart.

Jiménez-Landi, Antonio. AVENTURAS DE PELUCHO. LOS EXCURSIONISTAS. Ilustraciones de F. Gofco Aguirre. Madrid: Aguilar, 1959. 98 p. (Colección El globo de colores. España contada a los niños) \$3.50 (7-9).

Pelucho, the charming little donkey, and his master Ciruela lead the young reader in these two picturesque story books through the history, folklore, and cultural heritage of Spain. Printed in large format; attractively illustrated.

946

Spain
Folklore -Spain

NON-FICTION

Villalón, Cristobal de. VIAJE DE TURQUIA. Adaptación del texto original por José-Miguel Velloso. Ilustraciones de José Bart. Madrid: Aguilar, 1963. unpagged. (Colección El globo de colores. Iniciación literaria) \$3.15 (7-12).

This lively picture of 16th century Turkey is ascribed to the Spanish writer Cristobal de Villalón who spent the years 1556-57 in captivity among the Turks. Striking full-page color illustrations.

956.1

Turkey - History

Díaz del Castillo, Bernal. VERDADERA HISTORIA DE LOS SUCESOS DE LA CONQUISTA DE NUEVA ESPAÑA. Adaptación del texto original por Luis Hernández Alfonso. Ilustraciones de Eduardo Santonja. Madrid: Aguilar, 1965. 109 p. (Colección El globo de colores. Grandes viajes y exploraciones) \$3.15 (7-9).

Beautifully presented adaptation of Díaz del Castillo's (1492-1581) chronicle describing the conquest of Mexico, Honduras, and Guatemala. Excellent historical account of the discovery of the New World.

972

Central America - Discovery and exploration

Mexico - Discovery and exploration

Algeria, Ricardo. DESCUBRIMIENTO, CONQUISTA Y COLONIZACION DE PUERTO RICO. San Juan, P.R.: Colección Estudios Puertorriqueños, 1969 \$4.25 (4-10). (Purchase through LAS AMERICAS PUBLISHING CO)

A general accurate history of Puerto Rico's first century under Spanish rule which describes the integration of three races in the development of Puerto Rican culture.

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History, Discovery, Colonial

Alegria, Ricardo. HISTORIA DE NUESTROS INDIOS. San Juan, P.R. Colección de Estudios Puertorriqueños. 1969 \$2.00 (4-8)* (purchase through LAS AMERICAS Publishing Co.)

Elementary version of the history and culture of the Taino Indians describing their origin and influence on present day Puerto Rican culture.

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History - Indian

Escolar Bareño, Luis. EXPLORACIONES DEL AMAZONAS. Ilustraciones de Rafael Munoz. Madrid: Aguilar, 1960. 102 p. (Colección El globo de colores) \$3.90 (7-up).

The discovery of the Amazon from the first expedition by the Spaniard Francisco de Orellana around the middle of the 16th century up to the present time. The last chapters give a brief description of the people, plants, and animals that live today along the river and its tributaries. Profusely illustrated in bold colors.

981

Amazon River - Discovery and exploration

NON-FICTION

222

Von Hagen, Victor, LOS INCAS of MEXICO O.F.: Mortiz, 1964. 127 p. Illustrated (6-10).

Concise general history of the Inca civilization.

985

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